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ABSTRACT

This document is intended to help service providers and state staff design, implement, and evaluate vocational English language training (VELT) programs for refugees who are not proficient in English. Section 1 is a user's guide that explains why VELT programs exist, states VELT assumptions, lists the benefits of VELT programs, and describes in detail the rest of the document. Section 2 provides information on the key components of VELT programs, steps in planning and implementing a VELT program, and VELT program costs. Section 3 describes three types of VELT: general, cluster, and occupation-specific. Section 4 offers decision trees that help in choosing one of the types of VELT described earlier. Appendix A contains 148 pages of information on resource programs and people who can provide assistance to VELT practitioners, administrators, and funding agencies. Each program listing identifies type of VELT, program name, address, phone number, contact person, history and goals, employment and training areas, organization, program and student support services, staff development activities, materials developed, instructional program, and networking and linkage. Each resource person listing provides a resume of VELT-related experience. Appendix B lists 57 pages of information on locally produced VELT materials that are noncommercial but available to other VELT professionals. The materials are categorized as either instruction, management and support, or bibliography. Appendix C contains information about the development of the document. Appendix D is a glossary of VELT-related terms. (CML)

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VOCATIONAL ENGLISH LANGUAGE TRAINING

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RESOURCE PACKAGE

CE053737

U.S. Department of Health and Human Services
Social Security Administration
Office of Refugee Resettlement
July 1985

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VELT RESOURCE PACKAGE

PREFACE

The Office of Refugee Resettlement (ORR), under the authority of the Refugee Act of 1980 and the Refugee Assistance Amendments of 1982, is responsible for administering the Federal Refugee and Cuban/Haitian Entrant Domestic Assistance Programs. Refugees' self-sufficiency at the earliest possible date after their entry in the U.S. is ORR's primary goal[1]. The priority and focus of programs funded by ORR, thus, is to equip refugees with the necessary skills to obtain and retain employment. In support of this goal, ORR allocates funds to states which in turn provide the necessary services to assist refugees on the road towards economic independence. English language training (ELT), vocational English language training (VELT) and employment services are considered priority services. States participating in the refugee resettlement program are required by ORR to allocate 85% of their social services funds for these services.

Although ELT[2] and VELT[3] have played an essential role in assisting refugees in the resettlement process, the former provides language development in a variety of general survival contexts which may also include employment, while the latter directly integrates language and job skills. VESL instruction focuses specifically on the English knowledge and skills needed in the vocational classroom, at the training site or on the job.

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[1] Hereafter, all references in this package to "refugee" will also include Cuban and Haitian entrants.

[2] ELT as defined in this package refers to English language training Program as opposed to ESL which refers to English language instruction.

[3] VELT as defined in this package refers to Vocational English language training as oposed to VESL which refers to vocational English language instruction.

ORR considers VELT a critical component in the refugee/entrant delivery system funded through state supported social services. It is the key ingredient to long term refugee self-sufficiency since VESL instruction is learner-centered and employment-based. VELT programs are necessary to market refugees for employment in various industries and with specific employers. Collaborative planning, linkage and coordination between the staffs of the employment and vocational language training programs thus becomes a requisite for effecting job development and placement for refugees.

The Velt Resource Package provides assistance to both service providers and state staff in designing, implementing, and evaluating VELT programs. It is the culmination of a dedicated effort of VELT, ELT and employment services providers in addressing the employability needs of refugee participants and is in accordance with the goal of ORR. It contains:

1. descriptions of three types of VELT programs and factors for successful design and implementation.
2. a list of VELT resource programs and people.
3. an annotated bibliography of noncommercial, available VELT materials.

The VELT Resource Package is beneficial to the service providers and the state staff alike because it:

1. contains an employment-focused, comprehensive service design which facilitates program planning, development, and implementation.
2. describes a valuable approach for training participants to become more competitive, flexible, and adaptable in the U.S. job market.
3. encourages greater linkage and coordination among ELT, VELT, employment, and support service providers.
4. encourages networking among ELT and VELT programs by listing resource people and programs.

5. makes available a wide variety of locally-developed VELT materials on a national level.
6. fosters creative programming which meets the needs of refugees, employers, and the community.

ACKNOWLEDGEMENTS

The Vocational English Language Training (VELT) Resource Package is the product of the active effort of many individuals and programs who participated in the VELT Resource Project. These individuals and programs have contributed greatly to the project and to the contents of the VELT Resource Package. Special thanks are extended to:

Program directors and staff of the VELT, ELT, and Employment Services programs.

Members of the VELT Resource Project's Panel of Experts.

Members of the VELT Resource Project's Panel of Evaluators.

State Refugee Coordinators, ORR Regional Directors, staff of the Federal and State Departments of Education, the National Clearinghouse for Bilingual Education and the education resource and dissemination centers throughout the U.S.

Our thanks to the ORR Project Officer, Ms. H. Kathy Do, for her skillful guidance in the execution of all the developmental stages of the VELT Resource Package and for her review and constructive suggestions of the interim and final products for the VELT Resource Package.

THE VELT Resource Package is disseminated by the Refugee Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, MO 64106, Bud Tumy, Director, for the Office of Refugee Resettlement.

The VELT Resource Package is not copyrighted. Readers and service providers are free to duplicate and use all or any portion thereof. In accordance with accepted publication standards, ORR requests that proper credit be given.

VOCATIONAL ENGLISH LANGUAGE TRAINING RESOURCE PACKAGE

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VOCATIONAL ENGLISH LANGUAGE TRAINING RESOURCE PACKAGE

TABLE OF CONTENTS

PAGE

1. INTRODUCTION.. 1-1

Chart A -- Benefits of VELT Programs.................. 1-4

Chart B -- User's Guide............................... 1-7

2. VOCATIONAL ENGLISH LANGUAGE TRAINING PROGRAMS............... 2-1

Key Components.. 2-1

Chart C_1 -- Single Agency Approach................ 2-2

Chart C_2 -- Multiple Agency Approach.............. 2-3

Chart D -- Staff Development......................... 2-6

Steps in Planning and Implementing A VELT Program..... 2-15

VELT Program Cost Considerations...................... 2-26

3. DESCRIPTIONS OF THE THREE TYPES OF VELT..................... 3-1

General VELT Programs................................. 3-2

Organizational Considerations and Programmatic Recommendations................................... 3-10

Factors For Success.................................. 3-18

Cluster VELT Programs................................. 3-19

Organizational Considerations and Programmatic Recommendations................................... 3-29

Factors For Success.................................. 3-37

Occupation-Specific VELT Programs..................... 3-38

Organizational Considerations and Programmatic Recommendations................................... 3-48

Factors For Success.................................. 3-59

Chart E: Key Differences in Types of VELT........... 3-60

4. CHOOSING AN APPROACH.. 4-1

Decision Tree I -- General VELT..................... 4-3

Decision Tree II -- Cluster VELT.................... 4-4

Decision Tree III -- Occupation-Specific VELT........ 4-5

APPENDICES

PAGE

APPENDIX A. VELT Resource Programs and People A-1
  A.1 Velt Resources -- Programs A-2
    Chart A -- User's Guide A-2
    Questions to Ask VELT Resource Programs A-3
    Chart 1 -- Types of Programs By Region A-6
    Chart 2 -- Important Features of VELT Resource Programs A-9
    VELT Program Descriptions (arranged alphabetically by program name) A-13
  A.2 Chart B -- User's Guide A-85
    Questions to ASK VELT Resource People A-87
    Chart 3 -- Resource People By Region and Service Area A-90
    VELT Resource People (arranged alphabetically by name) A-93
APPENDIX B. VELT Materials Bibliography B-1
  Inroduction B-1
  Attachment A -- Mainstream English Language Training Student Performance Level Document B-8
  Occupational Index B-18
  Materials Listing -- Bibliography 1
  Materials Listing -- Instruction 3
  Materials Listing -- Management and Support 31
  Sources of VELT Materials 50
  Agencies Providing Access to VELT Materials 56
  Sources of Published Materials 57
APPENDIX C. Technical Information C-1
APPENDIX D. Definitions of VELT Terms D-1

1. Introduction and User's Guide

SECTION ONE: INTRODUCTION

In recent years, a variety of unique and effective program models and practices have arisen to prepare refugees for the U.S. job market. The VELT Resource Package makes use of these models and practices and offers assistance to local refugee training programs in providing appropriate and effective VELT.

Findings from the ORR study, The Extent and Effect of English Language Training for Refugees[1], indicated that in training refugee students for employment in the U.S., appropriate English vocational materials greatly enhanced refugees' success in training and ultimately their performance on the job. The study substantiated the need for identification and development of vocational English language training materials. Due to the dearth of commercially available resources and the immediate need for vocation-related materials, many language and employment trainers have developed materials in isolation and, in many cases, materials are being designed and developed independently in individual classrooms and programs. As a result, VELT materials exist in local VELT and ELT programs. However, these materials are often not accessible to those who need them most and constitute an untapped resource for refugee VELT and ELT programs across the country. These materials targeted on specific occupations or clusters of occupations that are not either widely usable or available can, with refinement, respond to a common need for VELT materials among refugee programs around the country, saving countless hours and costs in curriculum development efforts.

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[1] A Study of the Extent and Effect of English Language Training for Refugees, Northwest Regional Educational Laboratory, Portland, Oregon, 1983.

As substantiated by the ORR study, the need for identification and development of VELT materials to assist VELT and ELT programs in their effort of effecting economic self-sufficiency for refugees must be systematically addressed. The VELT Resource Project, funded by ORR in Fiscal Year 1984, was the primary vehicle for addressing this need. The VELT Project conducted a nationwide search for non-commercial VELT materials, collected and reviewed them, and listed them in the VELT Bibliography in the VELT Resource Package. Over 250 pieces of VELT materials are now available and accessible to meet the needs of VELT service providers and State Refugee Coordinators.

VELT ASSUMPTIONS

The VELT Resource Package is based upon the following five assumptions:

1. Vocational English Language Training (VELT) is the most effective delivery system for ELT programs whose participant goals are employment.

2. VELT enhances employability and long-term self-reliance by providing participants with the communication skills to become more competitive, flexible, and adaptable in the job market.

3. An effective VELT program provides comprehensive services -- instructional, employment, and support -- either directly or through linkages with other agencies.

4. The VELT program is linked with vocational training and the workplace while the Vocational English as a Second Language (VESL) content reflects the language needed for communication in those contexts.

5. Language instruction can be more effectively targeted to participants' specific needs through the use of General, Cluster and Occupation-Specific VELT.

VELT provides multiple benefits to refugee participants, service providers, and funding agencies. Chart A summaries these benefits:

CHART A: BENEFITS OF VELT PROGRAMS

AUDIENCE	BENEFITS
Refugee Participants	- Enhance employability, job retention, and job advancement. - Enable participants to become more competitive, flexible, and adaptable in the U.S. job market. - Integrate participants more rapidly into the U.S. job market. - Offer an avenue to long-term self-sufficiency.
Service Providers	- Address participants' employability needs within a comprehensive service system. - Satisfy ORR's goals and priorities for refugee social services. - Lead to greater accountability through the use of an outcome-oriented approach. - Foster greater linkage and coordination among ELT, VELT, employment, and support service providers. - Tie program services to labor market demands. - Provide flexibility in devising individual employability plans.
Funding Agencies	- Offer an employment-focused instructional design which facilitates program planning, development, and implementation. - Foster coordination and linkage among all service providers. - Enhance accountability. - Enable a more efficient use of limited resources.

COMPONENTS OF THE VELT RESOURCE PACKAGE

The VELT Resource Package contains:

Vocational English Language Training: Key Components and Cost

This section defines VELT, describes the key components of a VELT program, and discusses cost variables and considerations.

Descriptions of the Three Types of VELT

The VELT Resource Package explains in detail three types of VELT -- General, Cluster, and Occupation-Specific. Definitions, goals, and factors for successful planning and implementing are given. The types of VELT are compared and the differences noted in the areas of management, employment and support services, instruction, and assessment and evaluation.

Choosing an Approach

This section identifies the factors involved in selecting the most appropriate approach for a VELT program.

APPENDICES

Resource People and Programs

People and programs available for providing technical assistance are listed by each ORR Region and the ORR Florida. Suggestions for utilizing these resources are given.

VELT Materials Bibliography

Noncommercial, available materials in the areas of instruction, management and support, and other bibliographies of VELT materials are included. Sources for these and other materials are provided.

Technical Appendix

General information concerning the VELT Project is provided, including a description of the development of the VELT Resource Package, the selection process for VELT resource people and programs, and a summary of the evaluation of the Resource Package.

Definitions of VELT Terms

Definitions of the VELT terminology used in the VELT Resource Package are provided.

USE OF THE VELT RESOURCE PACKAGE

The VELT Resource package provides assistance in VELT program planning, implementation and evaluation. Chart B contains VELT topics and the section in which the VELT Package covers them.

CHART B: USER'S GUIDE

FOR:	REFER TO:	
AN OVERVIEW OF VELT	Section 2:	Vocational English Language Training Programs - Key Components and Cost
VELT DEFINITIONS	Appendix D:	Definitions of VELT Terms
PLANNING A VELT PROGRAM	Section 2:	Vocational English Language Training Programs - Key Components and Cost
	Section 4:	Choosing an Approach
APPROACHES, GOALS AND COMPONENTS OF DIFFERENT TYPES OF VELT	Section 3:	Descriptions of Three Types of VELT Programs
CHOOSING THE MOST APPROPRIATE APPROACH FOR YOUR STUDENTS	Section 4:	Choosing an Approach
IMPLEMENTING A VELT PROGRAM	Section 3:	Descriptions of Three Types of VELT Programs
	Section 4:	Choosing an Approach
	Appendix A:	Resource Programs and People
	Appendix B:	Velt Materials Bibliography
COST INFORMATION AND VARIABLES	Section 2:	VELT Programs - Key Components and Cost
CONTACTING OR VISITING A RESOURCE PROGRAM FOR INFORMATION OR ASSISTANCE	Appendix A:	Resource Programs and People
CONTACTING RESOURCE PEOPLE WHO CAN PROVIDE TECHNICAL ASSISTANCE OR STAFF TRAINING	Appendix A:	Resource Programs and People
INSTRUCTIONAL & MANAGEMENT SUPPORT MATERIALS OR VELT BIBLIOGRAPHIES	Appendix B:	Materials Bibliography
EVALUATING A PROPOSAL	Section 2:	VELT Programs - Key Components and Cost
	Section 4:	Choosing an Approach
DEVELOPING REQUESTS FOR PROPOSALS	Section 2:	VELT Programs - Key Components and Cost
	Section 3:	Descriptions of Three Types of VELT Programs
	Appendix A:	Resource Programs and People
EVALUATING A PROGRAM	Section 2:	VELT Programs - Key Components and Cost
	Section 3:	Descriptions of Three Types of VELT Programs
	Section 4:	Choosing an Approach
	Appendix A:	Resource Programs and People
SPECIFIC INFORMATION ABOUT THE VELT PROJECT OR PACKAGE	Appendix C:	Technical Appendix

2. Vocational English Language Training (VELT)

SECTION TWO:

VOCATIONAL ENGLISH LANGUAGE TRAINING PROGRAMS

KEY COMPONENTS

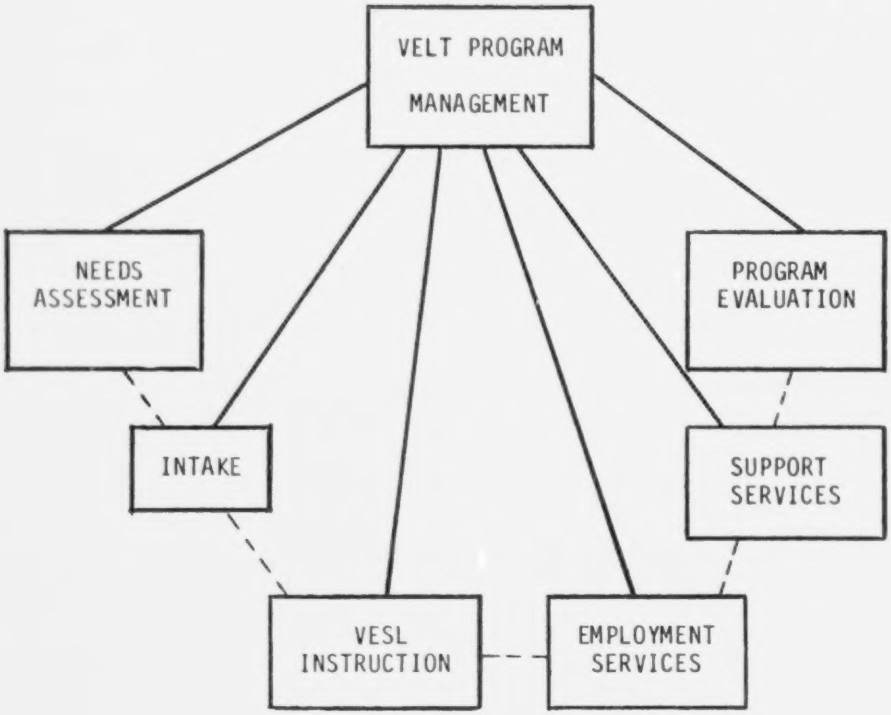
Instruction in Vocational English Language Training focuses on competencies that are employment-related. The competencies may apply to all occupations ("General VELT" competencies such as completing a job application form, using the "help wanted" ads, following directions), or to a particular occupation ("Occupation Specific VELT" competencies such as getting information from a customer regarding automobile problems, completing an auto repair order, using an auto parts manual), or they may apply to a group of occupations ("Cluster VELT" competencies such as responding to customer complaints in public contact jobs). No matter which of the three approaches characterizes a VELT program, the objective of each lesson is an employment-related task. The language taught is determined by these tasks.

The goal of Vocational English Language Training (VELT) programs is to assist their participants in obtaining and retaining jobs. To achieve this goal, VELT program management provides a comprehensive delivery system that addresses each of the following: needs assessment (of students and of the labor market), intake, VESL instruction, employment services, other support services, program evaluation. (See Charts on the following pages.)

One approach is a delivery system whereby a consortium of several agencies performs different functions and is responsible for cooordination of services (multiple agency approach). For example, an agency serves as the Central Intake Unit, collecting data on applicants for VELT programs

CHART C_1

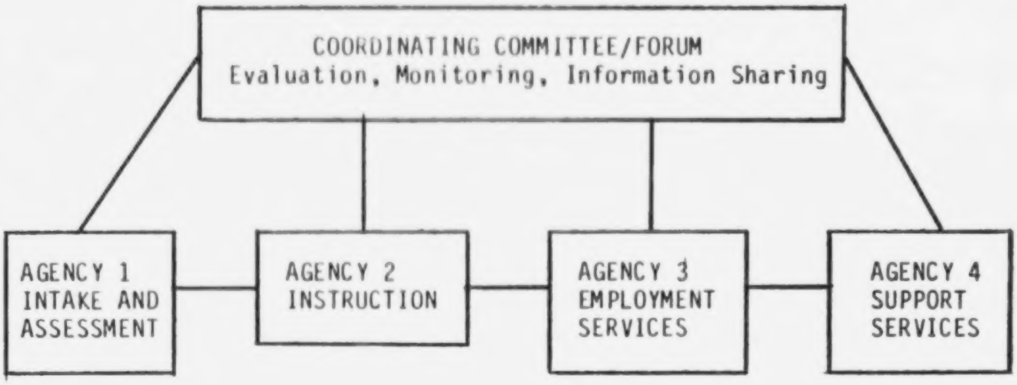
SINGLE AGENCY APPROACH


VELT PROGRAM MANAGEMENT
NEEDS ASSESSMENT
PROGRAM EVALUATION
INTAKE
SUPPORT SERVICES
VESL INSTRUCTION
EMPLOYMENT SERVICES

VELT PROGRAM GOAL: To assist its participants in obtaining and retaining jobs.

CHART C_2

MULTIPLE AGENCY APPROACH


COORDINATING COMMITTEE/FORUM
Evaluation, Monitoring, Information Sharing
AGENCY 1
INTAKE AND
ASSESSMENT
AGENCY 2
INSTRUCTION
AGENCY 3
EMPLOYMENT
SERVICES
AGENCY 4
SUPPORT
SERVICES

VELT PROGRAM GOAL: To assist its participants in obtaining and retaining jobs.

and referring applicants to appropriate agencies, while other agencies are responsible for the delivery of instruction. A third agency provides employment-related services, such as job counseling and referral to jobs. Another approach is the provision of a comprehensive delivery system by a single agency (single agency approach). For example, counseling services include different counselors for different functions: one for intake and assessment of students; another for labor market assessment, job counseling, and referral to jobs. Similarily, instruction includes different personnel for different specialty areas: language, vocational skills, and cross cultural skills.

The description that follows focuses on the characteristics of any VELT program in the area of management, employment and support services, instruction, assessment and evaluation.

MANAGEMENT

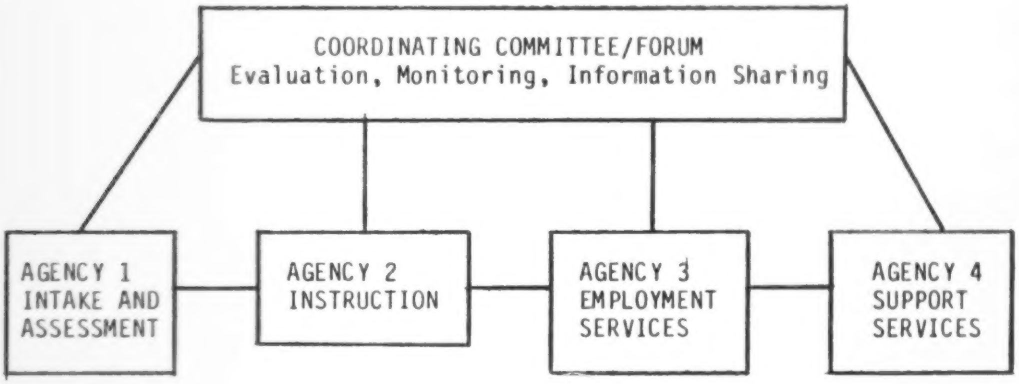
The following section on management addresses three areas of responsibility: coordination of components, staffing (including selection and staff development), and organization of program.

Coordination of Components

Coordination is the key to effective implementation of a comprehensive service system. It includes inter-agency coordination, sharing of information and resources. At the inter-agency level coordination is assured by designating a person to be responsible for that function. Other strategies to facilitate inter-agency coordination are the establishment of two to three such entities as coordinating committees or a forum with defined goals, objectives, and implementation strategies, and joint formulation of employability development plans (EDP's).

CHART C_2

MULTIPLE AGENCY APPROACH


COORDINATING COMMITTEE/FORUM
Evaluation, Monitoring, Information Sharing
AGENCY 1
INTAKE AND
ASSESSMENT
AGENCY 2
INSTRUCTION
AGENCY 3
EMPLOYMENT
SERVICES
AGENCY 4
SUPPORT
SERVICES

VELT PROGRAM GOAL: To assist its participants in obtaining and retaining jobs.

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At the agency level, it is also essential that management facilitate coordination of staff responsible for the various components through periodic meetings. Coordination may also require that management identify and establish linkages in the form of written agreements with other agencies in order to access essential services which are not covered by VELT funding.

Staffing

Staff size in a VELT program may range from two people to a dozen or more. Full consideration must be given to hiring bilingual/bicultural staff in all positions. Bilingual/bicultural staff are especially important in carrying out responsibilities such as recruitment, outreach, assessment, counseling, and instructional assistance.

In a multiple agency approach where different agencies provide different services (e.g., one for intake, one for instruction, one for job development and placement, one for counseling, one for support services), staff responsible for the provision of the VESL instruction may be as few as two -- instructor and manager. In a single agency approach where one agency handles a majority of the other services as well as the VESL instruction, the staff of the agency may be as large as one or more persons for each function (e.g., for intake, one person assessing language skills, a second assessing vocational interest and skills; for counseling, one person for each language group served; for instruction, one language and one vocational instructor for each occupational area of training provided.)

When program staff is small, it is often essential that there be expertise in more than one area. For example, programs with only one instructor will require an instructor who has expertise in teaching English as a second language and in developing the skills -- cultural and basic skills -- expected by employers. Moreover, the fact that VELT is a relatively new field means relevant commercial materials are not always available. Therefore, an instructor with skills and experience in developing materials is also desirable. Furthermore, when the staff is composed of only one instructor, that instructor has the counseling and employment services functions, especially if other agencies do not provide those services.

Staff Development

Because of their relative newness and because of the broad range of content expertise expected of staff, successful VELT programs must have a strong staff development component. Examples of focus for different staff functions are included in Chart D below.

CHART D: STAFF DEVELOPMENT

Staff	Focus of Staff Development
Counselors	Participant expectations Working in cross-cultural situations
ESL/VESL Instructors	Integrating linguistic and vocational objectives Working with vocational instructors Addressing cross-cultural concerns
Vocational Instructors	Dealing with limited English-proficient adults Working with ESL/VESL Instructors
Job Developers	Developing contacts with employers Placing participants and conducting follow-up Coordinating with ESL or VESL instructors and counselors

Organization

Prior to organizing a VELT program, management needs to consider:

(1) Class Size and Scheduling:

- Are there enough potential participants to offer the course?
- What is the best time to offer the course? (This must take into consideration not only the personal commitments of the participants but also ORR's requirement that services should be available at a time which does not prevent refugees from seeking and holding a full time job.)
- What related courses need to be scheduled?

(2) Facilities/Setting:

- Is the facility adequate for the type of training offered (e.g., if skills-specific, is the necessary equipment available?)?
- Is it in a location convenient to participants and to other agencies that are providing essential services?

(3) Identification of Courses:

- Will language, vocational and cultural skills be offered in separate classes?
- Will language instruction be prior to or concurrent with vocational instruction?

(4) Entry/Exit Criteria:

- What language skills are expected by those who will hire participants after training?
- What language skills are required by those who will provide technical training skills to participants?
- Given the length of training, what are realistic requirements for entry, if participants are to meet language requirements for employment upon exit?

EMPLOYMENT AND SUPPORT SERVICES

A second component that is a key to the success of the VELT program is employment services. A range of employment services can be provided:

- vocational and cross cultural training
- job development

- job placement
- job follow-up

In addition to employment services, one or more auxiliary support service is essential:

- child care
- transportation
- health services

Interagency linkages in the form of written agreements for the provision of other support services for participants are important when the services are not provided by the VELT program.

INSTRUCTION

A third key component to VELT programs is VESL instruction. The instruction section addresses goals, instructional components, instructional support, and classroom management.

Goals

The instructional goals for each of the three types of VELT are three-pronged: improvement of language skills, improvement of basic skills, and development of cultural awareness -- all in the context of the U.S. work environment. In addition, there may be a technical skills component.

Instructional Components

The instructional components are determined by the goals. There is a minimum of three components to instruction: cultural orientation, language skills, and basic skills. There may also be a technical skills component.

The cultural orientation component is conducted in the participant's native language or by native language support materials. However, it is commonly handled in a VESL lesson, which focuses on differences between the participant's own culture and the new culture (for example, acceptable and unacceptable reasons for missing work).

The language skills component develops the participant's ability to use grammar and vocabulary, both of which are essential for employment-related competencies. Grammar and vocabulary are not taught in isolation. For example, the present perfect tense (have studied, have seen) is taught in order to describe past experience (have answered phones, have repaired cars); the modal "can" (I can type) is taught in order for the participant to be able to state his/her own skills. The basic skills component develops the participant's ability to do employment-related tasks (recognize alphabetical order in order to file; add in order to total bills; multiply in order to determine sales tax).

Instructional support is required for curriculum development and materials adaptation and/or development for each of the three types of VELT. The process of reviewing and adapting (or developing) is essential to curriculum and may require some lead time. When the process includes development -- as distinct from adaptation -- time must also be allowed for input from vocational instructors and employers.

Classroom Management

VELT classes are usually multi-level, which necessitates grouping students within a class. If students have been placed into classes by language level (General VELT), they usually have different goals and different levels of basic skills. If students have been placed into classes by occupational goal (Occupation Specific VELT), they usually have different levels of language skills. Therefore, within a class, activities are frequently designed to facilitate further breakdown of participants into more homogeneous groupings.

ASSESSMENT

The goals and objectives of a VELT program must reflect the goals of the community serviced by the program. Assessment provides the data needed to make the necessary decisions. Assessment needs to be made of the following:

Participants

- to assess goals
- to diagnose instructional needs
- to place into programs
- to measure achievement

Labor Market

- to determine which industries need employees
- to determine numbers and types of jobs available
- to project future needs

Participants Assessment

All three VELT types involve a diagnosis of the specific participant language skills which are required by the instructional approach, specific training, or occupation. Also in all three types of VELT, the level of language proficiency determines placement into the program (for example, if a participant has some welding experience, that may be taken into consideration in deciding to place him in a welding VESL class even if his English proficiency is not as high as that of some other participants in the class).

Measurement of progress and certification of achievement are crucial in all three types. What is measured (language skills, basic skills or task performance) varies according to the approach. For example, in a General VELT class, participant assessment might measure ability to:

- fill out a job application;
- read want ads;
- use basic tools of measurement; and
- ask for clarification.

In a public contact Cluster VELT class, participants would be assessed concerning their ability to:

- give directions to places of interest;
- respond to customer complaints; and
- obtain an item ordered.

While assessment in auto mechanic Occupation-Specific VESL would measure the ability to:

- send a work-order for car repair;
- follow oral instructions to replace a part; and
- request a specific tool would be measured.

Tests used must measure the participants' achievement of the objectives specified in the local curriculum. Tests must measure whether or not they have mastered the skills and competencies taught. Commercially available tests may be reliable and valid but may not be directly related to the objectives specified for the program. A combination of commercial and locally developed tests may be most appropriate.[1]

Labor Market Assessment

A survey as to the numbers and types of jobs projected to be available in the local area is essential prior to planning and implementing any type of VELT program. It makes little sense to design and offer VELT in occupational areas where there are few or no jobs available.

In addition to employment services, one or more auxiliary support services is essential:

- child care;
- transportation; and
- health services.

Interagency linkages in the form of written agreements for the provision of other support services for participants is important when the services are not provided by the VELT Program.

Assessment of the labor market includes source of information and scope of the job market. The source of the information may be the community in general, the vocational programs, the industry, or government statistics. The scope may range from a wide variety of industries to particular jobs in particular industries. A labor market assessment may have been conducted by a county or local jurisdiction as part of its process of developing a county plan. This information may be available from the local Job Training Partnership ACT (JTPA) office, state, county, and city planning agencies. Advisory panels made up of business and community leaders also can provide current information on the local job market.

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[1] Additional test information can be found in the Mainstream English Language Training (MELT) Resource Package available from the Refugee Materials Center. There is also test information in the Resource Program Descriptions in Appendix A.

Evaluation

Program evaluation must be both formative and summative. VELT programs can and must be accountable. In all three approaches, program evaluation involves obtaining continuous feedback from those involved in the program. However, the individuals taking part may vary with the approach. Those persons who have been involved in planning, managing, monitoring, and participating in the program also participate in the evaluation process. At a minimum, these individuals include managers, instructors, participants, and community representatives but, depending on the VELT type, might also include job developers, counselors, employers, and representatives of funding sources. The focus for program evaluation is student change. These changes may be gains in language proficiency, in job placement, in job retention or upgrading, or in increased effectiveness on the job.

The principal reasons for conducting program evaluation in a VELT program are to:

(1) show the extent to which the goals and objectives stated in the funding proposal are met

(2) identify areas for program improvement

(3) determine cost effectiveness, and

(4) maintain and promote program responsiveness to the needs of the target population, community, business and industry.

In determining the scope and design for conducting program evaluation in each of the three VELT types, one must consider who needs the evaluation information, when it is needed, and for what purpose it is needed. This information will be the basis for making decisions as to the types of data to be collected and the format in which to present them.

The program evaluation plan is developed as part of the funding proposal but should provide flexibility for adding, deleting or altering services as needs change.

STEPS IN PLANNING AND IMPLEMENTING A VELT PROGRAM

The charts on the following pages provide refugee education planners and managers with a comprehensive list of VELT program design and implementation activities. Although the lists are exhaustive, it is important to note that not all steps are crucial to all types of VELT. The type of VELT, indvidual program goals, financial considerations, time considerations, and program size will all affect the planning and implementation steps. These lists are intended to be used as a resource and guide.

STEPS IN PLANNING A VELT PROGRAM

I. COMMUNITY ASSESSMENT

A. Assess labor market needs

1. Analyze current employers of limited English proficient (LEP) employees and identify
    - the industries and positions in which the LEP employees need improved language skills
    - the language and other related skills which need improving
    - the possibilities for advancement if these language and related skills are improved
2. Analyze potential employers of LEP adults and identify
    - the industries which need employees
    - the time period in which the employees are needed -- short-term/long-term, seasonal/permanent
    - the levels at which employees are needed -- entry, technical, professional, supervisory, management
    - the job skills which are needed
    - the language skills which are needed
    - other barriers to refugee employment -- employer's lack of awareness of the population, employer's apprehensions about population, or employer's lack of awareness about how requisite language and job skills can be developed in LEP adults

B. Assess the general client population needing improved language, basic and technical skills and cultural awareness and determine

- ethnic language groups
- education
- English proficiency
- work experience in native country and U.S.
- length of time in U.S.
- age
- sex
- native language and English literacy

II. PROGRAM DESIGN

A. Identify all appropriate, necessary program services

- Instruction -- VESL, basic skills, technical skills, and cultural awareness
- employment -- job counseling, placement, and follow-up
- support services - child care, transportation, health

B. Identify appropriate sites for service delivery

- workplace, vocational schools
- outreach centers

C. Identify non-instructional staff positions, responsibilities and qualifications.

D. Identify funding sources.

E. Develop a preliminary budget.

F. Establish contacts with resource programs, persons, and centers for information, materials, and technical assistance.

G. Establish an Advisory Board with representatives from the private sector, public sector, and refugee communities to provide input on program planning, implementation, and evaluation.

H. Set up all program components, either by linkage with outside agencies or by creating them within the program

- Interview prospective employment, support service, and instructional staff. (Bilingual/bicultural capabilities must be taken into consideration.)
- Designate a position which includes responsibility for coordination of components.
- Designate a liaison person for each component, provided by the agency or other agencies.

I. Develop a linkage plan with outside agencies so clients receive comprehensive services.

J. Develop an internal coordination plan for effective service delivery.

K. Develop outreach and recruitment procedures

- Identify or develop materials and procedures for recruitment by phone, mail, or media.
- Utilize bilingual/bicultural staff to reach the ethnic communities. If the agency does not have bilingual staff, it is necessary to create a linkage with an agency that has such capability.
- Contact related agencies and set up referral system.
- Contact and establish referral procedures with Central Intake Units (CIU) where applicable.

III. VESL INSTRUCTION

A. Select approach(es) needed

- General VELT
- Cluster VELT
- Occupation-Specific VELT

B. Determine instructional goals and components for

- cultural awareness
- language skills
- basic skills
- technical skills

C. Determine curriculum competencies and course outlines.

D. Determine courses needed.

E. Identify materials which can be adopted, adapted or should be developed.

F. Determine class size and number of classes.

G. Determine grouping of participants within classes

- by language level, with different occupational goals and different levels of basic skills
- by occupational goal, with different levels of language skills

H. Establish entry and exit criteria.

I. Arrange class schedule.

- length of cycle, and number of times a cycle will be offered (e.g., 12 week cycle, 4 times per year)
- frequency of classes (i.e., days per week)
- hours of class per day
- timing of classes during the day/evening, ensuring that the class times do not interfere with job search or employment

J. Identify and arrange appropriate class settings -- classroom, workplace.

K. Arrange necessary facilities and equipment

- equipment, tools and any other relevant training materials for instruction
- storage of all instructional materials and equipment
- duplication, telephone, and work space

L. Identify instructional staff tasks and qualifications needed for

- conducting intake
- conducting assessment
- providing employment services
- carrying out administrative duties
- researching, reviewing, and selecting materials
- adapting or developing materials
- teaching -- cultural awareness, language skills, basic skills, and technical skills
- working with liaison persons in components outside the program - vocational instructors, employers, and others
- using language(s) other than English during VESL instruction

IV. BUDGET

Develop a budget which includes administrative, instructional, and other costs.

V. EVALUATION

A. Determine who needs evaluation information -- funding sources, program administrators, staff, participants.

B. Determine the goals of the evaluation - the extent to which program goals were met, cost effectiveness, staff performance, program participants' needs, participant progress and achievement.

C. Determine the evaluation schedule - periodic or end of funding period.

D. Select or design evaluation instruments or procedures.

STEPS IN IMPLEMENTING A VELT PROGRAM

I. INTAKE

A. Conduct intake procedures

- Assess participants' goals.
- Describe program goals, training options, and service components to participants.

B. Conduct assessment procedures

- Assess vocational awareness and interest.
- Assess vocational abilities, aptitudes, and skills.
- Assess language ability.

C. Counsel participants

- Place the participant into the program, considering both langauge ability and vocational ability for a given training option.
- Develop Individualized Learning Plan (ILP) or Employment Development Plan (EDP).

II. INSTRUCTION

A. Select and/or hire instructional staff -- VESL instructors, aides, other support staff. (Bilingual/bicultural staff capacity must be taken into consideration.)

B. Provide staff development

- orientation to program
- pre-service training
- in-service training
- participation at related conferences

C. Conduct regular staff meetings for program information dissemination, coordination of services, and progress reports on participants' ILP or EDP.

D. Provide appropriate VESL courses.

E. Supervise staff.

F. Maintain appropriate program records - attendance, progress, achievement.

G. Monitor instructional service delivery.

III. EMPLOYMENT SERVICES

A. Select and/or hire employment staff or identify appropriate staff working in other agencies.

B. Provide staff development

- orientation to program
- pre-service training
- in-service training
- participation at professional and related conferences

C. Conduct regular inter-agency or intra-agency staff meetings for program information dissemination, coordination of services and progress reports on participants' ILP and EDP.

D. Provide appropriate employment services or coordinate with other agencies that provide the services.

E. Supervise own employment staff.

F. Maintain appropriate program records -- services provided, job search activities and outcomes.

G. Monitor direct employment service delivery or linkage activities.

IV. SUPPORT SERVICES

A. Select and/or hire support staff or identify appropriate staff working in other agencies. (Bilingual/bicultural capabilities are necessary and important.)

B. Provide staff development

- orientation to program
- pre-service training
- in-service training
- participation at professional and related conferences

C. Conduct regular inter-agency or intra-agency staff meetings for program information dissemination, coordination of services and progress reports on participants' ILP and EDP.

D. Provide appropriate support services or coordinate with other agencies that provide the services.

E. Supervise own support staff.

F. Maintain appropriate program records -- services provided, counseling activities and outcomes, child care provided.

G. Monitor direct support and service delivery as linkage activities.

V. BUDGET

A. Maintain financial records.

B. Analyze, justify and make adjustments as needed.

VI. EVALUATION

A. Conduct evaluation of

- participants -- on-going process, achievement at program completion, and/or job placement/retention rates
- staff performance
- overall program achievement of objectives and operations

B. Conduct necessary, appropriate follow up.

- provide results or feedback to all parties involved
- provide recognition to staff and participants

C. Implement necessary program improvements.

VELT PROGRAM COST CONSIDERATIONS

This section presents a context for considering common VELT program costs. Due to the diversity of situations and costs in the different regions of the country -- and changes in costs over time -- the emphasis in the following pages is placed upon factors that contribute to VELT program costs, rather than on actual dollar figures. This section is intended to be helpful for:

- service providers who are developing program budgets, and
- local, state, federal, or other funding agency personnel who are planning budget parameters or evaluating local program budgets.

Distribution of VELT Funds

From the state funding agency's perspective, there are several approaches to the distribution of VELT funds or purchasing or VELT services.

One approach is to give priority to those agencies providing educational services under other funding sources such as the Job Training Partnership Act, Adult Basic Education, or Adult Vocational Education. Basic administrative and operational costs are thus shared. At the same time, participants have direct access to a greater variety of courses.

Generally speaking, administrative overhead is substantially higher for universities and other four year institutions than for community colleges. By the same token, community colleges tend to have higher costs than community-based organizations.

Purchasing VELT through participant tuition can be less expensive than funding a total program or program component. However, there can be less assurance that services are truly refugee specific.

A second approach is to give priority to those agencies providing refugee-specific employment services. In doing so, there is greater likelihood that services will be refugee-specific and employment-specific.

Because of variations in administrative cost, overhead, the expense of full-time vs. part-time instructors, salary range, and numbers of participants, consideration should not be placed only on cost per participant in evaluating proposals. Other critieria for proposal evaluation should include the quality of program design and curriculum, as well as the relation of proposed courses to participant's needs and the employment market. The following chart delineates the major cost variations*.

COST VARIATIONS

1. INDIRECT	Low Medium High	0-5% 6-15% above 15%
2. SALARY	Hourly range Annual range FTE	$10-20 $14-22,000
3. INSTRUCTIONAL MATERIALS	General Cluster Occup.-Specific	$5-10/participant $10-15/participant $20-40/participant
4. PROGRAM DESIGN A. Intensity	 Low Mid High	 6-9 hours/week 10-16 " 20-24 "
B. Course	Short Mid Long	6-8 weeks 12-16 weeks 20-26 weeks
C. Class Size	Optimum Large	10-15 participants 20-25 participants

*The information was gathered from VELT refugee programs in Illinois.

Program Costs

The costs of VELT programs can be expressed in several ways. To validly compare the costs of one program to another, or evaluate the cost of a particular program, it is important to gain access to various types of figures:

Cost per Participant and Cost per Placement

Service providers are often asked by funding agencies to calculate the cost per participant for their programs. The cost per participant is arrived at by dividing the total program cost attributable to a specific funding source by the number of participants to be enrolled in the program.

The cost per participant may range anywhere from several hundred dollars to several thousand dollars. General VESL courses are the least expensive, cluster VESL is somewhat higher; the most costly is occupation specific.

Due to the probability of attrition, the number of participants completing training is almost always lower than the number enrolled. The cost per program completion generally will be higher than the cost per participant.

If a VELT program includes job placement as an operational goal, then cost per placement is another useful cost figure to obtain. The cost per placement is arrived at by dividing the total cost attributable to a specific funding source by the number of participants who will actually be placed in jobs.

Again, due to such factors as participant attrition and variance in job placement rates, ranging from less than 50% to over 90%, the cost per placement will be higher than the cost per participant for a given program.

Samples of Actual Costs

The chart below offers samples of actual cost per participant that were reported by service providers in Illinois and California. It is interesting to note that cost per participant can vary according to funding source. It is also important to note the significant in-kind contributions which would otherwise increase the cost.

AGENCY DESCRIPTION	SPECIAL CONSIDERATIONS	COST PER PARTICIPANT
Community-Based Organization A	Refugee funding through state agency. Costs cover: voc. skill instruction, occupation-specific VESL counseling, placement, and some administration	$1,700
Community-based Organization B	JTPA funding through local Private Industry Council (PIC). Costs cover: voc. skill instruction, and occupation-specific VESL, counseling, placement and administration.	$2,500
Community-Based Organization C	Federal Bilingual Vocational Training funding. Costs cover: voc. skill instruction, occupation-specific VESL, counseling, placement and administration.	$3,500
Community College A	Refugee targeted assistance funding through local county. Costs cover: occupation-specific VESL instruction, counseling; placement and administration are provided in-kind.	$1,600
Community College B	Federal Bilingual Vocational Training funding. Costs cover: occupation-specific VESL instruction, counseling administration, and training materials; voc. skill instruction and equipment provided in-kind.	$4,200

AGENCY DESCRIPTION	SPECIAL CONSIDERATIONS	COST PER PARTICIPANT
Local Educational Agency A	Refugee targeted assistance funding through state agency. Costs cover: assessment, 16 weeks-160 hrs. general VESL instruction, administration, and overhead	$238
Local Educational Agency B	Refugee targeted assistance funding through state agency. Costs cover: curriculum and staff development, assessment 8 weeks-80 hrs. cluster VESL instruction; administration and overhead are provided in-kind.	$500
Local Educational Agency C	JTPA funding through local PIC. Costs cover: assessment, 16 weeks-480 hrs. general VESL and math instruction, counseling placement, some administration and overhead.	$839

Possible Causes of Cost Variations

Many factors contribute to the variation in VELT program costs. The chart below depicts the dimensions of some of these costs:

COST FACTOR	LIKELY TO BE MORE EXPENSIVE	LIKELY TO BE LESS EXPENSIVE
EMPLOYABILITY GOAL:	long-term self-sufficiency	short-term, immediate employment
OCCUPATIONAL GOAL:	occupation requires extensive training	requires minimal training
KIND OF VELT:	Occupation-Specific	General and cluster
PARTICIPANT BACKGROUND:		
education	none in U.S. or own country	college graduate in own country
skills	none transferrable	several transferrable
English	little or no communicative proficiency	advanced communicative proficiency
literacy	non-literate in own language and in English	literate in own language and in English
IN-KIND SERVICES PROVIDED:		
staff	all instructors, aides, and support staff charged to the project	instructional costs can be carried by the program through regular apportionment or Average Daily Attendance (ADA).
	instructors are from a local district, and are paid standard rates on an hourly basis, for teaching duties only	instructors are hired full time by a program, and participate in the full range of program activities
	project coordinator is full-time in the budget	all or part of project coordinator is provided in-kind
funding	single funding source	multiple sources of funding
facilities	facilities must be rented	facilities are provided in-kind
materials	materials must be developed	materials already exist

Grants and Performance-Based Contracts

In the past, a common funding arrangement between the funding source and the program has taken the form of a grant. A grant is an award of financial assistance in the form of money, or property in lieu of money, by the federal government, state, or private entities to an eligible recipient.

AREAS OF DIFFERENCE	GRANT	PERFORMANCE-BASED CONTRACT
How is the program's budget monitored?	Tight funding source control.	Program has flexibility to shift funds between categories as need arises, without prior approval.
Can the program be financially rewarded for good performance?	NO	YES, awards can be built into performance standards, or programs can retain unspent funds.
Can the program be sanctioned for poor performance?	YES, under certain curcumstances.	YES, payment can be witheld for poor performance in specified program areas.
What are some problems with this funding arrangement?	Funding source generally does not provide financial rewards for good performance.	Valid and reliable measures of program performance are difficult to establish.
What are some strengths of this funding arrangement?	It deals with generally measureable and quantifiable areas (budgets), and monitoring procedures.	It enables a funding agency to monitor actual program performance, rather than budgetary manipulation, as criteria of success.

3. Descriptions of Three Types of VELT

SECTION THREE: DESCRIPTIONS OF THE THREE TYPES OF VELT

This section describes three types of VELT: General VELT, Cluster VELT, and Occupation-Specific VELT. From an instructional perspective, they are distinguished as follows:

TYPE	WHAT IT IS
GENERAL VELT	Communicative competencies that apply to all occupations (e.g., describing work history, clarifying instructions, reading want ads, etc.)
CLUSTER VELT	Communicative competencies that apply to a related group of occupations (e.g., responding to customer complaints in public contact occupations, describing production processes in manufacturing occupations)
OCCUPATION-SPECIFIC VELT	Communicative competencies that apply to a particular occupation (e.g., identifying tools and equipment, describing specific job processes, reading technical manuals for a particular occupation)

In this chapter, each of three types of VELT is described in terms of the following key considerations:

- MANAGEMENT
- EMPLOYMENT AND SUPPORT SERVICES
- INSTRUCTION
- ASSESSMENT AND EVALUATION

GENERAL VELT PROGRAMS

In General VELT Programs, the VESL instruction focuses on competencies that apply to all occupations.

GENERAL VELT PROGRAMS

In General Vocational English Language Training, instruction focuses on competencies that apply to all occupations. The competencies may include those necessary for getting a job, retaining a job, and advancing on a job.

Of the three types of VELT, General VELT has the broadest scope and focus. Participants enter a General VELT program with a wide variety of employment goals, past education, and job skills. Often, the only common denominator is the need for those English language skills which directly relate to employment.

The distinguishing characteristics of general VELT programs are as follows:

- General VELT involves a VESL instructor who plans and presents English communication lessons that focus on common employment-related communication functions such as clarifying directions and requesting assistance, and on general occupational knowledge topics such as job applications, payroll deductions, and help wanted ads. Since the participants in a General VELT program have a wide variety of job-related goals, the curriculum does not include vocabulary or technical skills training specific to one particular occupation.

- General VELT is the least expensive type of VELT for several reasons:

    1) It usually takes place in a regular classroom and requires no special equipment.

    2) A variety of curriculum models and materials have already been developed.

    3) Since General VELT is the least specialized of the three types, it often results in the largest class size.

- Because of the broad scope of General VELT, the most difficult hurdle is in orienting participants to:

    1) achieving the VELT program's goals and objectives;

2) developing initiative and responsibility in achieving individual employment goals; and

3) finding and using other available community resources.

MANAGEMENT

As with all VELT programs, effective management is the key to a successful program. Since General VELT programs are seldom directly connected to vocational training or employment sites, a major issue for management of a General VELT program is establishing linkages with vocational training programs, employers, employment services, and other support services. A discussion of the key components of management -- staffing, staff development, coordination, organization and financial considerations -- follows.

Staffing

Staffing generally consists of VESL instructors and a program manager. General VESL instructors should have ESL teaching experience and a general knowledge of employment in the U.S. A General VESL teacher does not need extensive knowledge of any particular occupation but rather needs to be willing to assess a wide variety of information on the U.S. world of work

Although bilingual support staff is desirable, particularly in teaching concepts and cultural aspects of employment, it is often not feasible. General VELT programs group participants by language proficiency. A typical VELT class contains participants from a variety of linguistic and cultural backgrounds, making a bilingual instructor in one particular native language inadequate and inappropriate. Establishing linkages with Mutual Assistance Associations or other community services is one way to provide the needed native language support.

Volunteers and/or teacher's aides can be very effective in the General VELT program if adequate training and supervision are provided. Volunteers can provide information in occupational areas from their real life experiences as well as assist in individual or small group skills practice. Volunteers role-playing the employer in a job interview or the supervisor in a work situation provide participants with practice in a simulated work environment. They can also assist outside the classroom, helping participants find and/or apply for jobs and arranging visits to employment and training sites.

Staff Development

Staff development should be an integral part of the General VELT program. It is targeted at VESL instructors, teacher's aides, and volunteers. Staff development should provide training in cultural awareness, VESL and basic skills methodology, and classroom management. Up-to-date information about local vocational training programs and the local labor market is essential. Staff development in this area can be enhanced by visits or field trips to vocational training programs and employment sites.

Coordination

As previously stated, General VESL classes are usually conducted in a classroom and are often part of an ELT program. This separation from the worksite and vocational training programs makes coordination with outside services difficult but even more important.

At a very minimum, a VELT program should coordinate closely with case managers. The case manager's role often includes providing assistance to refugees in defining and attaining employment goals. Linkage to other services, e.g., county welfare agencies, employment services, voluntary agencies, employers, etc., is highly desirable since a team approach enables an integrated delivery of services and helps prevent both duplication and gaps in services.

Organization

The important issues in organizing a VELT program are very similar to those addressed in organizing an ELT program.

A. Class Size: Although small classes (10-15 participants) are very desirable, General VELT classes are likely to have up to 25 participants. Participants are placed into classes by language proficiency, and generally have very diverse employment goals and past experience. Teachers are encouraged to address participants' specific employment goals by dividing the class into small work groups. Classroom aides and/or volunteers can greatly assist in working with the small groups of participants and managing the sometimes bulging General VELT class.

B. Scheduling: Scheduling in a General VELT program should be flexible enough to meet the diverse needs of the participants. Some participants will be concurrently job-seeking, enrolled in a vocational training program or be employed. They will need classes offered at a variety of times, including the evening hours. In addition, the most desirable form of scheduling for a General VELT program is the open entry/open exit system, where participants can enroll in a VELT program on an ongoing basis and exit when their needs are met.

C. Frequency and Length: The frequency and length of training required to develop effective, employment-related communication skills is dependent on the type of employment desired and the participant's current English language skills. General VESL instruction can be offered at several language proficiency levels, enabling participants to continue instruction at a higher level if more advanced English communication skills are required to meet employment goals.

D. Facilities and Setting: General VELT most often takes place in a classroom, rather than the worksite or vocational training program. For this reason, field trips to worksites and vocational training programs can provide a good opportunity for participants to put language instruction in context. Participants should also be encouraged to go out on their own to visit employment or vocational training sites.

Although no special equipment or facilities are required for General VELT, it is always beneficial to relate VESL instruction to the real work world as much as possible. Even in an educational setting, participants can experience a work environment by observing and interacting with the janitorial, food services and secretarial staff at the education agency.

E. Identification of Courses: Participants for General VELT are recruited and/or referred by Central Intake Units, ELT programs, local refugee support services, or the community at large. Determining what courses to offer, how many, and the specific course content depends on participants' employment goals, their needs to attain those goals, and the number of participants. Career awareness, job search, job retention and advancement, and pre-vocational training may be separate courses, or units of instruction within a single course. As with Cluster and Occupation-Specific VELT, the General VELT program should directly relate course selection to participants' needs. If only a small number of participants are planning on entering vocational training programs, a unit in pre-vocational training would be warranted, but not an entire course.

General VELT courses are many times equated with job search activities only. It is important for program managers to describe in some detail the VELT courses offered so proper referrals can be made and participants can understand the instructional objectives.

F. Entry/Exit Criteria: As stated before, an open entry/open exit system is highly desirable for General VELT. Participants' language proficiency should be assessed and they should be grouped accordingly. Participants can enter a General VELT program with any or no job skills and any English language proficiency above beginning.[1] Participants with beginning level language proficiency should be referred to an ELT program.[2] Exit criteria in General VELT are dependent on successful completion of the program or the meeting of participants' needs.

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[1] If the SPL's are used, proficiency levels 3-7 are recommended; see SPL in Appendix B.

[2] ELT is discussed at length in the MELT Resource Guide, available through the Refugee Materials Center; see Bibliography in Appendix B.

G. Financial Considerations: Although General VELT is the least expensive type of VELT, it still has some budget considerations. Coordination time for management and instructional staff is very important and establishing good linkages to worksites and/or vocational training programs can be costly, e.g., field trips, guest speakers. General VELT curriculum design and development also requires some additional time. Although curriculum models and materials for General VELT exist, they may not be at the language proficiency levels needed or appropriate in content to a local VELT program's goals. Adaptation requires less time than development, but should not be overlooked. Finally, resources for staff development are crucial and must provide for support staff (volunteers and aides) as well as regular staff.

The Chart which follows summarizes the discussion of organizational considerations.

ORGANIZATIONAL CONSIDERATIONS AND PROGRAMMATIC RECOMMENDATIONS

GENERAL VELT PROGRAMS

ORGANIZATIONAL CONSIDERATION	PROGRAMATIC RECOMMENDATIONS
Class size	Small classes of 10-15 preferred. May be as high as 25 participants
Coordination	Team approach with linkage to other services (welfare agencies, employment services, case management) to avoid service gaps
Scheduling	open entry/exit, and both evening and daytime schedules to accommodate working participants
Frequency and length	Flexible, depending on employment goal and current language skills
Facilities and setting	Classroom, supplemented by field trips to worksites and vocational training programs
Identification of courses	Based on participant need and numbers
Entry/exit criteria	Entry: any language proficiency above beginning (SPL II, or III) * Exit as desired level is attained
Financial considerations	Least expensive form of VELT. Staff time needed for curriculum design and materials adaption. Staff development essential

*See Student Performance Levels (SPLs), Appendix B.

EMPLOYMENT AND SUPPORT SERVICES

Although employment services are not always a direct service provided by the General VELT program, it is important for VELT programs to link with agencies that do provide those services. Job counseling, job development, and job placement are an integral part of VELT programming and should at least be made available to General VELT programs by referral. However, in small communities where refugee services are severely limited, it is often the VESL who also plays the role of job counselor and developer. Other auxiliary services characteristic of a successful VELT program are the availability of child care, transportation and health care.

INSTRUCTION

This section discusses the following major areas of instruction in General VELT: instructional goals and components, instructional support, and classroom management.

Instructional Goals	Instructional Components
General VELT has the following three instructional goals:	
(1) To improve participants' language skills appropriate to the U.S. work environment.	Communication skills
(2) To develop participants' cultural awareness of the U.S. work environment.	Cultural Orientation
(3) To improve participants' basic skills as appropriate to the U.S. work environment.	Basic Skills

The three instructional components are further elaborated in the folowing pages.

Communication Skills

Clearly the major focus in VESL instruction is on developing communication skills common to the work or vocational training site. Instruction may be in any or all of the four language skills -- speaking, listening, reading, and writing -- but typically concentrates on the oral communication skills. Oral communication skills are weighted more heavily to reflect the demands of most employment situations, e.g., receiving on-the-job training, getting along with co-workers, indicating problems on the job. If vocational training is a major goal of participants in a General VELT program, the instruction must also account for the language demands of the vocational training.

Some examples of common objectives and purposes as outlined in a typical VESL curriculum are listed below:

Getting a job

- fill out applications
- request information
- interview for a job
- read want ads

Retaining a job
- ask for clarification
- ask for assistance
- read pay checks
- fill out time sheets
- interpret signs and labels

Advancing on a job
- give directions
- negotiate schedule changes
- mediate conflicts
- complete accident reports
- state personal job strengths

Entering training program
- take notes
- follow directions
- read texts
- take tests
- confirm directions

Although general language practice is recognized as being important, VESL instruction should always provide such practice in a real-life employment or employment-related context. Teaching techniques common to VESL instruction include the use of dialogues, role plays, realia, simulation and other instructional activities which concentrate on the language needed to perform a task, solve a problem, and understand cultural norms in the workplace. Classroom activities that simulate a worksite (required time sheets, phone-in-sick policy) are particularly appropriate.

Cultural Orientation to U.S. Work Environment

General VELT should provide a strong instructional component in cultural orientation to the U.S. work environment. Guest speakers, company visits, audiovisual presentations, work experience, and related structured learning activities presented by the VESL instructor are all ways to orient participants. Refugees who are working or have work experience in the U.S. and can be encouraged to share their insights with their classmates and serve as role models.

In addition to providing a general orientation to the U.S. work environment, cultural orientation should always be an integral part of teaching communication skills. A participant learning the language for calling in sick should also be aware of when it's appropriate to call in sick. Learning the cultural expectations and demands that coincide with a language can be as important as learning the language skills themselves.

Basic Skills

The basic skills components of General VELT usually play a smaller role than communication and cultural orientation. The extent and types of skills taught will largely depend on the past education, work experience and culture of the participants. Some typical basic skills taught in a General VELT program include: making simple computations, using basic tools of measurement, using a time clock or a schedule, sorting and filing.

Instructional Support

Programmatic suggestions for General VELT instructional support including curriculum and materials are delineated in the chart below.

GENERAL VELT PROGRAM SUPPORT

INSTRUCTIONAL SUPPORT	PROGRAMMATIC SUGGESTIONS
Curriculum and Materials	• Use available commercial and non-commercial resources (See Bibliography and Model Programs in Appendix B). • Select, adapt, and modify resources to meet participant needs and program goals. • Allocate additional time and financial resources as appropriate.
Instructional Support Staff	• Use bilingual aides when most of the class share the same language background. • Use trained volunteers available through educational agencies or other community organizations, i.e., Literacy Volunteers and MAAs.

Once a General VELT program's objectives are clearly stated, a process involving review, selection, and adaptation is necessary for effective curriculum design.

Materials selection involves much the same process. After a curriculum is designed, existing materials are reviewed for appropriateness, purchased, adapted and augmented if necessary.

Although a General VELT program requires the least amount of up-front time for curriculum design and materials development, it does require some allocation of additional resources and time. It is always important to look at the appropriateness as well as the availability of curricula and materials before assuming the area covered.

Instructional Support Staff

If available, bilingual aides can be very effective when most of the class shares the same language background. However, instructional support staff, other than teacher's aides or volunteers, is not common in a General VELT program. Volunteers, sometimes available through the education agencies or other community agencies are the most likely source of support. Properly trained, volunteers can be used effectively both in and outside of the classroom. Volunteers offer participants an outside contact and can sometimes assist in job search as well as VESL instruction.

Classroom Management

Since participants in a General VELT program are grouped by language proficiency, it is difficult to address the individual's employment goals or take into account his or her own past experience or education. Teaching strategies which group the participants a variety of ways can provide a more individualized approach. For example classroom aides and volunteers can assist in addressing the individual participant's employment goals by planning or conducting mini-lessons on a particular area or for a particular occupation.

ASSESSMENT

Participant

The purpose of assessing participants is for diagnosis, placement, and measurement of achievement. An initial assessment of all English language skills should be made before participants are placed or leveled according to their general language proficiency. If numbers permit, common needs and goals of participants should also be considered.

Progress is measured by assessing participants' mastery of language and basic skills competencies related to the U.S. work environment as reflected in the VESL curriculum.

Labor Market

Assessment of the labor market should be an ongoing process. Up-to-date information on types of jobs available, and technical skills and language skills required for the jobs is all-important in planning a program and aiding participants in job search. Common sources of labor market data include:

- state surveys of labor market demand;
- publications of local business organizations such as chambers of commerce, newspapers, vocational training programs in the local area;
- direct contact by phone with local employers potentially hiring program graduates; and
- input from employer advisory boards can also be of some assistance.

EVALAUTION

Program evaluation is important for effective program operation and program improvement. A program evaluation should include input from educational administrator, participants and funding agencies, and may include the employers as well. The evaluation should supply information on:

- The percentage of participants achieving significant measureable gains in communication skills and basic skills appropriate to the U.S. work environment.
- The percentage of participants completing the VELT class.
- The percentage of participants obtaining job placement or upgrading in any occupation or training program.
- percentage of participants increasing effectiveness in their jobs.

General VELT Factors for Success

As a summary there are basically 10 factors which contribute to the success of a General VELT Program:

1. Participants are placed according to general language proficiency level and common employment-related needs and goals.
2. Instructional objectives are work-related and measureable.
3. Participants are oriented to program goals and outside services such as employment counselors and job developers.
4. Instructional component includes employment-related communication needs.
5. Instructional component includes basic skills in curriculum.
6. Instructional component includes cultural orientation to the U.S. world of work.
7. participants are provided opportunities to apply concepts taught through interactive methodology.
8. Participant progress is evaluated.
9. Program effectiveness is evaluated.
10. Program is linked with employment services and vocational training providers and other support services.

CLUSTER VELT PROGRAMS

In Cluster VELT programs, the VESL instruction focuses on competencies that apply to a related group of occupations.

CLUSTER VELT PROGRAMS

In Cluster Vocational English Language Training Programs, instruction focuses on communicative competencies that apply to a related group of occupations. These include competencies necessary for completing vocational training, getting a job, retaining the job and advancing on the job.

The distinguishing features of cluster VELT Programs are:

- students are grouped in related occupation or training groups for language instruction;
- activities are coordinated through a team approach between VESL teacher and employer or worksite supervision, and agency employment services staff; and
- classes are held both in classroom and at training or worksite.

Cluster VELT programs are a relatively new approach to VESL instruction and provide a middle ground between General and Occupation-Specific-VELT. They are particlularly helpful in situations where participant numbers and goals do not permit occupation-specific programs yet call for more job specific instruction than General VELT Programs provide.

In Cluster VELT programs, participants are grouped in order to meet language training needs of more than one occupation in the same class at the same time. Cluster VELT classes may be organized by identifying commonalities in communication tasks, employment goals, training goals, or technical/basic skill needs.

Grouping by communication tasks makes it possible to place into one group all participants who are training to work in jobs with commonalities in communication purpose, mode and content. For example, in jobs having a high degree of public contact (e.g., hotel desk clerk, waitress, retail sales clerk), participants learn appropriate ways to respond to customer requests, answer questions, ask for clarification.

Grouping by employment goals is a second way of clustering. Factors to consider in each grouping include: the industry or trade, the tasks performed, the place of work, the skills required, and the levels of worker responsibility. The content focuses on the commonalities found in particular jobs within a broader field, e.g., those skills needed to work in the automotive field whether as a tune-up technician, a brake and front end specialist or as a body and fender repair person.

Clustering by training goals is a third alternative. Here the setting is an important factor. Another factor is the method of training, the proportion of instructional time for lecture, demonstration, hands on practice, individualized instruction and reading. Cluster Velt programs based on training goals may focus on study skills, technical reading, chart reading or other training-related activities.

Finally, participants might be grouped by their basic and/or technical skill needs. Content could include the math needed for certain occupations, specific types of reading skills, telephone etiquette, and specialized requirements like blueprint reading. For example, there could be a class covering measurement that serves the needs of welders, carpenters, and plumbers.

The following section discusses several special considerations in management, employment and support services, instruction, assessment, and evaluation. All must be taken in to account when planning and implementing a Cluster VELT program.

MANAGEMENT

Staffing

Cluster VELT is a new, innovative approach which requires a knowledgeable and experienced staff. Ideally the staff should be experienced in VESL and skilled in curriculum and materials development. Demonstrated experience in adapting materials is also very valuable. Familiarity with the occupations involved in the cluster is an advantage but not a requirement. The staff should have the inclination and personality for working in teams since language teachers, vocational teachers, job developers and support personnel must provide a coordinated effort.

Staff Development

Providing staff development and training is always a key to the success of a new programming direction. While all staff will need an orientation to the approach, it will be particularly important to prepare those who have responsibility in planning actual instruction. The planning staff needs to be familiar with the options for grouping students and the rationale for each. With this foundation, they can choose the clustering approach that best suits their program and communicate that rationale to the instructional staff.

Instructional staff will need special preparation in classroom management techniques. Their Cluster VELT classes are likely to include participants having different levels of English proficiency and different occupational goals. Therefore, it will be necessary to alternate between large group, small group and individualized activities.

Other important topics for staff development include VESL methodology, an orientation to vocational training, materials development, cultural orientation and team building.

STAFF DEVELOPMENT IN CLUSTER VELT

Targeted Staff	Topic
All project staff	Orientation to cluster approach
Program Administration	Options and rationale for grouping
Instructional Staff	Classroom management techniques curriculum development, materials development

Coordination

Since Cluster VELT programs cross department or agency boundaries, it is important that responsibility for program coordination be clearly designated since planning Cluster VESL instruction involves the activities of both the English instructional staff and the vocational training staff. Where clustering is done by occupational groups, more than one vocational instructor (school setting) or supervisor (work setting) may deal with the participants in the same VESL class. Coordinating the priorities, goals and perspectives of these different departments is important to the delivery of effective VESL instruction.

Good program coordination might involve:

- periodic meetings between language teachers and vocational teachers;
- exchange of brief reports on participant progress or activities between VESL and vocational teachers;
- observation of one another's classes or team teaching of classes; and
- meetings with employment services staff.

It is also important that VESL instructors and employment service providers and those providing support services all work together if program goals are to be met.

Organization

The key decision in organizing a Cluster VELT program is choosing a clustering approach. The decision hinges on the answers to two questions: (1) What are the participants' needs? and (2) Which cluster approach meets the needs of enough participants or large enough group to offer cost effective instruction?

A. Class Size: Classes should be kept relatively small, about 10 to 15 in each. While VELT clusters are designed to meet the needs of several different occupations in the same classroom by addressing the commonalities, it is still important to meet some of the particular needs of each occupation, necessitating individual or small group work within the same class.

B. Scheduling: One purpose of a Cluster VELT approach is to provide the flexibility in scheduling required to address the needs of different departments or agencies. For example, instead of being dependent on finding a class time when enough participants studying sheet metal and a VESL instructor are available, a Cluster VELT program offers a class focusing on communciation commonalities that meet the needs of those learning machine shop, and electronics assembly as well as sheet metal.

C. Frequency and Length: The length of a Cluster VELT class depends on the approach to clustering and the length of training time required by the occupations in the cluster. In a class focusing on the basic skills needed in a cluster of occupations, participants might need to learn a selected number of mathematical functions and very specific reading skills. Such a class could be fairly short term. On the other hand, a longer VELT class would be required for occupations such as health occupations that require more extensive training.

D. Facilities and Setting: Most often Cluster VELT classes will be offered at a vocational training site. The language training classes should be set up in close proximity to the vocational classroom or the work station to reinforce the idea that the VELT class is an integral part of training. Locating classes across a campus or in a completely different department is apt to diminish attendance and suggest to the participant that the language training is not closely connected with the vocational skills training or work.

Cluster VELT classes can also be held in conjunction with work experience programs or as a part of an ELT program that is not connected to vocational training.

E. Identification of Courses: In order to select courses, one must collect information on what occupational areas are to be included in the cluster. This is accomplished by looking at what vocational training classes are offered and which ones have significant numbers of Limited English Proficient (LEP) adults enrolled. It is also important to get a sense of which businesses and industries in the area employ large numbers of LEP workers. The VELT program manager can also work with local advisory committees, industrial associations, and state agencies to determine openings and growth areas in the local labor market.

Once the potential occupational training areas have been determined, the manager must determine how they are going to be clustered. This is done by balancing the needs of the participants, program resources, and the language needs inherent in the occupations. For example, one program area may have a large local market for the health professions, with large numbers of LEP adults already either enrolled in training programs or working in the field. A health occupations cluster for such a situation would seem to be a natural choice. However, in another program area there may be a more diffuse need with a few potential VELT participants from seven or eight different occupations. In this case a broader clustering approach made up of two wide-ranging groups such as public contact occupations (retail sales clerk, receptionist, waiter) and non-public contact occupations (machine shop, electronics assembly, and data entry operator) would be appropriate.

F. Entry and Exit Standards: An effective Cluster VELT program needs to establish entry and exit criteria, to ensure that the participant is proficient enough in English to either enter or exit a particular training program. The entry question hinges on whether the participant knows enough English to benefit from instruction and whether he/she will improve enough by the end of the course to be able to function on the job. The exit criteria are concerned only with sufficient English proficiency for job performance. While these are crucial questions, there are no clearly defined standards for placement in vocational training or employment. Required proficiency will vary greatly according to the occupational skill level, vocational training, or work requirements.

Further, the entry and exit criteria will need to reflect the approach used in clustering. If a communication approach to clustering is used, the criteria must be based on communication competencies. If a basic skills approach is used, the criteria must be reading or math competencies.

Finally, it may be necessary to set different exit criteria for different occupations within the same cluster. While participants in a public contact cluster might all study how to communicate with a customer, the hotel desk clerk needs a much higher degree of proficiency than the parking lot attendant.

G. Recruitment and Outreach: As VELT is relatively new, programs must publicize their programs well. Outreach should extend to existing ELT programs, vocational training programs, community-based programs and participant communities. A special outreach to business and industry should be made. Companies can be encouraged to inform LEP workers of opportunities to gain skills for job retention and/or upgrade, or set up in-company classes for their employees.

H. Financial Considerations: Ultimately CLuster VELT will pay off by enabling programs to do relevant training in a cost efficient way. However, because it is an innovative approach there will be start up costs not found in other VELT programs. Additional funds should be set aside for

- coordination with cooperating agencies as well as intra-agency coordination;
- curriculum and materials development and adaptation; and
- staff training and staff development,

as well as extensive staff orientation and training.

Because a Cluster VELT program requires some extra financial resources, it can be most effectively funded by a combination of sources. For example, a program might pay for a VESL instructor from Refugee Act funds, a bilingual employment counselor from Vocatonal Education Act monies, and draw on Adult Basic Education Act funds to pay for books, tape recorders, and supplies.

The following chart summarizes the previous discussion:

ORGANIZATIONAL CONSIDERATIONS AND PROGRAMMATIC RECOMMENDATIONS

CLUSTER VELT PROGRAMS

ORGANIZATIONAL CONSIDERATION	PROGRAMMATIC RECOMMENDATIONS
Coordination	Coordination between VESL and vocational instructor, work supervisor (where applicable) and employment service providers essential
Organization	By participant needs and clustering in order to have cost effective class size
Class Size	Small, 10 to 15 students in order to address both commonalities and specifics of vocations in cluster
Scheduling	Allows flexibility by meeting needs of students from a number of occupations
Frequency and Length	Depends on requirements of the occupations involved
Facilities and Setting	In close proximity to vocational training at worksite for ease of coordination
Identification of Courses	Determine occupational training area, examine language needs of those occupations, develop appropriate curriculum
Entry/Exit Criteria	Dependent on employment/training requirements of related occupations
Financial Considerations	Must allow considerable resources for curriculum and materials development and staff training, as this approach is new and requires cross agency training

EMPLOYMENT AND SUPPORT SERVICES

The availability of employment and support services such as child care, transportation and health care is critical to the success of the program.

Counseling

Employment counseling is another important factor for success in VELT programs. It is crucial that VELT participants make fully informed choices. They need to be aware of such information as working conditions, pay, advancement possibilities, and the day to day nature of the work. Pre-training employment counseling ensures that potential trainees understand the nature of the chosen field of training, their job prospects, and their earning potential.

In addition to providing employment counseling services in the occupational selection process, counselors should also be available to address problems that arise during the training. It is particularly important that bilingual counselors or counselor aides be available so that participants can receive help in their native language.

Job Placement

Since the final outcome of a VELT program is employment, job placement is the bottom line. A VELT program must either have its own job development component or be able to refer participants to another agency. Vocational and language instructors must be involved in the job placement process. They can continually reinforce the goal of job placement with the participants and may also be able to assist in job search. Job placement is the responsibility of the total program and should involve a team approach.

Job developers should also be an active part of the VELT team, meeting with the vocational and VESL teachers on a periodic basis. Job developers can provide important information from the field on the current employment picture and new technology being used in the workplace. A particularly important role for job developers is orienting VESL teachers to the language and cultural problems that job seekers and employees typically have. Steps can be taken in instruction to address these problems so that future participants are better prepared to enter the job market.

Support Services

The intense focus on preparing participants for employment often causes program operators to forget about participants' basic needs for day-to-day living. They can't come to training if they have to take care of their children or don't have a way to get to class. If they are enmeshed in grief and agony, they can't concentrate on their training. Whether the problem is childcare, transportation or health, VELT programs must refer participants to community resources for help in resolving these important problems.

INSTRUCTION

Cluster VELT prepares participants for employment in terms of language skills, basic skills, technical skills, and cultural orientation to the U.S. work environment. Which of these content areas is emphasized will depend on the clustering approach selected. If the basic skills of a group of occupations is the basis for grouping, then the basic skills component will be emphasized much more than the others.

Instructional Goals

The goals of Cluster VELT are:

- to improve participants' language skills appropriate to related occupations/training;

- to improve participants' skills in a related group of occupations/training;
- to develop a cultural awareness of the U.S. work environment; and
- to develop necessary technical skills.

Three components of instruction are typically offered in Cluster VELT: language skills, basic skills, and cultural orientation. A fourth component, technical skills may be offered depending on the setting and occupation selected for the Cluster VELT program. Each instructional component parallels a program goal and is discussed below.

Communication Skills

In most Cluster VELT programs there will be a good deal of attention paid to communication skills even if that is not the primary rationale for the grouping. The instruction will focus on the communicative skills needed for the occupation the participant is preparing to enter. Oral and written skills will be taught stressing the language functions and structural patterns important in the particular cluster. As several occupations are being dealt with at once, it will be important to use situations from all the occupations represented in the class or cluster. Participants need to feel that the instruction is relevant to their goals. The vocabulary emphasized and taught in small groups or in an individualized format should be based upon specific occupations included in the Cluster. The language of both the vocational training classroom and the work place should be part of the curriculum.

Basic Skills

Basic skills may be an important part of Cluster VELT depending on the clustering approach and on the particular cluster. A basic skill like measurement is required in several occupations, blueprint reading in others, and chart reading in still others. It may be important to include these skills as an explicit part of instruction.

Cultural Orientation to U.S. Work Environment

As with the other types of VELT, an orientation to the workplace in the United States is an important part of Cluster VELT. Employer expectations, workers' rights and responsibilities, and socializing with co-workers are typical topics included in a cultural orientation program. There may be special cultural topics that are important to a given cluster. For example, in a public contact cluster, participants should be oriented to the overriding importance of customer satisfaction.

Technical Skills

While VESL instructors do not usually teach technical skills (how to tune up a car or solder a component), they nevertheless need to have a basic understanding of technical skills training. Cluster VESL teachers will probably be working with participants from several different training classrooms. It is unlikely, therefore, that they can maintain the close coordination of curriculum between the language and vocational classes that is found in Occupation-Specific VELT programs.

Curriculum

Since Cluster VELT is relatively specialized, it is important to make sure instructional staff have appropriate instructional materials. Of all the approaches, Cluster VELT probably has the least available "ready made" materials, so the bulk will have to be adapted or developed by the VELT program staff.

The first step in curriculum development is to review available language and vocational bibliographies for materials that can be adapted for use in cluster classes. Helpful resources will be found in the existing VESL bibliographies and the Refugee Materials Center Bibliography, as well as in Appendix B of this Resource Package. Another important source of background vocational training information, particularly dealing with several vocations at once, is the National Network for Curriculum Coordination in Vocational and Technical Education.[3]

A Cluster VELT program must allow time and money for curriculum development so that the instructional staff can identify, secure and adapt materials. It is also likely that new materials will have to be developed. To do this, the communication, basic skill and cultural orientation needs must be assessed through a combination of field observation and interviews with supervisors, workers, and vocational trainers in the occupations included in the cluster.

Classroom Management

Classroom management is important in Cluster VELT programs. The VESL instructor must be prepared to deal with participants who have very specific, yet diverse goals, and varying levels of English proficiency. To meet the challenge of this complex situation, the instructor must organize the classroom in a way that allows whole group activity to be balanced with small group and individualized tasks. For example, the whole class could work orally on common language functions and then work individually on language master machines or with study packets on the vocabulary of their specific field. Perhaps once or twice a week participants could come together in small groups, organized by occupation, to practice the language functions with the vocabulary needed for a specific occupational context.

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[3] For information on these resources, see Bibliography, Appendix B.

ASSESSMENT

Program success can be determined by assessing participants and the labor market.

Participant Assessment

The success of a Cluster VELT program will depend on placing participants in clusters that will adequately meet their goals and needs. A comprehensive assessment system is a must for appropriate placement.

Areas of assessment must include:

- interests and abilities
- communicative competency/oral and reading
- participant achievement.

Labor Market Assessment

As in any vocational training program, VELT program designers must choose occupational training areas in accordance with the needs of the local labor market so that well-qualified program graduates will be able to obtain employment. (Section 2, Vocational English Language Training, discusses labor market assessment in more detail.)

EVALUATION

Program evaluation is valuable both for funding sources and VELT program managers. It is important that evaluation be done on an ongoing basis to monitor the effectiveness of the program, identify problem areas and make adjustments. Self-evaluation is as important as official monitoring by funding sources. It is far better for program managers to discover which parts of the program aren't working effectively, and make changes before an official monitor visits and makes a similar discovery.

Any evaluation, whether external or internal, should measure the effectiveness of staff from all elements of the program - instructional, fiscal, support services, and management. Typical criteria for program success include cost per placement, number of participants completing the program, and growth in participants' English language proficiency.

Cluster VELT Program Factors for Success

As a summary, nine factors which contribute to the success of a Cluster VELT Program include:

1. Program operator selects an approach to clustering according to student needs and program resources.
2. Coordinator oversees the language and occupational training components to see that program goals are carried out.
3. Language, vocational and job placement staff work as a team.
4. All staff are oriented to the cluster approach.
5. Participants are trained for occupations where there are employment opportunities.
6. Participants are placed into cluster groups that are relevant to their needs.
7. Communication cluster classes stress language functions.
8. Instruction is related to occupational training or work.
9. Classroom management techniques account for multi-level, multi-occupational groups.

OCCUPATION-SPECIFIC VELT PROGRAMS

In Occupation-Specific VELT Programs, the VESL instruction focuses on competencies that apply to particular occupations.

OCCUPATION-SPECIFIC VELT

In Occupation-Specific VELT, instruction focuses on competencies that apply to a particular occupation. These competencies may include those necessary for completing vocational training in a particular occupation, getting a job in a particular occupation, keeping a job in a particular occupation or advancing in a particular occupation.

Intuitively, Occupation-Specific VELT is easy to understand. It involves a VESL instructor planning and presenting English communication lessons that focus on a particular occupation, such as welding, data entry, food service, auto mechanics.

Occupation-Specific VELT is usually designed to accompany vocational skill classroom training, and it generally takes place in a vocational training center, or similar setting, where there is direct access to hands-on skill training. Occupation-Specific VELT, due to its intensive focus on a single occupation at a time, is the most costly of the three VELT types. This is because, in this approach, a separate VESL class must be taught for each separate occupation that is targeted.

As was the case with Cluster, the toughest hurdle in establishing a successful Occupation-Specific VELT program usually comes in developing a team approach between the vocational skill instructor and the VESL instructor. This is because neither will be likely to have had prior experience in teaming up with another instructor from a different field, and one or both of them may feel initially uncomfortable with such an approach. In no other VELT approach is this relationship so critical. Management needs to devote sufficient attention and support to the relationship between the vocational skill instructor and the VESL instructor for Occupation-Specific VELT to succeed.

The following sections discuss specific considerations in implementing an Occupation-Specific VELT program.

MANAGEMENT

As with any program, effective management is the key to success in an Occupation-Specific VELT program. As noted above, the area likely to give management the most problems in this sort of program is that of coordination between vocational skill instructors and VESL instructors. This key issue should be kept in mind when reading the specific management considerations below.

Staffing

Early effort devoted to careful staff selection can do much to prevent problems that might otherwise emerge later in the program. Ideal criteria for VESL teaching staff members in an Occupation-Specific VELT program include: prior VESL teaching experience, curriculum development experience, work experience in the particular occupation for which VELT is to be provided. In reality, these criteria will seldom be met, but the program manager should keep in mind that the VESL instructors who are selected must, at a minimum, have the willingness to "get their hands dirty" by learning about the particular occupation(s) they are to teach. Inevitably, they must also be willing to develop their own materials. Occupation-Specific VELT is not for everyone. It is a demanding, but satisfying, instructional experience.

Selection of vocational skill instructional staff to work in an Occupation-Specific VELT program is also an important decision. Even though a particular occupation may have been identified for VELT implementation, not every vocational instructor teaching in that occupational area is suitable for working with limited English proficient adults. Key criteria in selecting a vocational skill instructor to work in an Occupation-Specific VELT program are: demonstrated flexibility and interest in educational innovation, and, if possible, honestly-expressed interest in working with limited English proficient adults. It is also important, as noted earlier, that the vocational skill instructor be comfortable with the idea of teaming up with a VESL instructor. This "teaming" can involve a level of scrutiny of the vocational instructor's curriculum and teaching tyle -- including frequent class observations by the VESL teacher and sharing of course outlines and course teaching materials -- that may cause the vocational skill instructor a substantial level of discomfort if it is not properly handled.

Staff Development

An innovative program such as Occupation-Specific VELT requires ongoing staff development to be provided to managers, VESL instructors, vocational skill instructors, aides, counselors, and if possible, employers. Possible content areas for staff development might include: cultural awareness, VESL teaching methodology, VESL curriculum development techniques, technical skills teaching methodology, and basic skills teaching ethodology.

VESL instructors and vocational skill instructors should be "teamed up" in staff development as much as possible, to enhance their working relationship. It will be important in this regard to offer a variety of staff development sessions that highlight each instructor's areas of strength. For example, in discussing technical skills teaching methodology, the vocational instructor would be most comfortable with the subject matter, while a discussion of VESL curriculum development would be more familiar to a VESL instructor.

Cultural awareness is an area that might be of particular interest to employers. Training about the cultural backgrounds and norms of specific limited English proficient populations can be offered as part of marketing the VELT program to employers.

Coordination

As noted earlier, a team approach involving the VESL instructor and the vocational skill instructor is crucial to the success of Occupation-Specific VELT. It is also desirable to involve others who provide services to participants in the team relationship, if possible. It is common, for example, in programs that provide job developing and counseling support, to involve job developers or counselors as team members with VESL instructors and vocational skill instructors. In one agency, for example, in each area of occupational training the vocational skill instructor, the VESL instructor, and job developer who supports the particular occupation meet weekly to review participant needs. In another agency, a "joint counseling" approach is used, which assures that at least once a month, individual participants will have "joint counseling sessions" with their instructors and job developer to discuss their progress and needs.

In large institutions, coordination can be a problem if different staff members fall under different supervisors or departments. It is possible, for example, that the VESL instructor may be drawn from the language arts department, while the vocational skill instructor is from the industrial arts department. If this be the case, the managers involved need to reach clear understandings about supervisory responsibility at the start of the program, and they need to communicate these understandings to the staff members involved. It is most desirable, of course, to designate clearly one manager who is in charge of the Occupation-Specific VELT program.

Organization

There are several important issues involved in organizing an Occupation-Specific VELT program, including: setting, class size, scheduling, determining frequency and length of training, arranging for facilities and instructional settings, identifying courses, and setting entry and exit criteria.

A. Class Size: Occupation-Specific VELT classes are generally smaller than General VELT classes or ELT classes. Due to the relatively narrow focus of Occupation-Specific VELT on a particular occupation, it is unlikely that large numbers of limited English proficient adults will be interested in the same occupation. More commonly, the problem is finding enough limited English proficient adults who are training in one specific occupation to merit offering a separate VESL class to support that occupation.

It is also desirable that Occupation-Specific VELT classes be relatively small (approximately ten to fifteen participants). This is because the participants will probably have differing levels of English communicative ability. Since they have been grouped by occupational interest, it is generally not possible to group them also by English communication ability. This means that the instructor must be prepared to work with a multi-level class in terms of language proficiency, and it is easier to do this with a smaller group than with a larger one.

B. Scheduling: Since Occupation-Specific VELT really involves the coordination of two programs -- vocational instruction and language instruction -- scheduling problems sometimes arise.

In terms of meeting participant needs, the most desirable form of scheduling is an open entry/open exit system. This allows participants to enroll in training on an ongoing basis, and to exit from training when they have met their goals, not necessarily when the semester or cycle is over.

The reality is often different, however. In fact, Occupation-Specific VELT programs are most commonly scheduled based upon the pre-existing schedules of vocational training courses.

C. Frequency and Length: While Occupation-Specific VELT supports vocational training, it is important to realize that the length of vocational training that is considered appropriate for native speakers may not be appropriate for the limited English proficient, who generally need more time in training to develop the communication skills to support their technical skills. Too often programs have made the mistake of producing technically skilled -- but unemployable -- limited English proficient graduates who cannot communicate on a job.

An important issue, then, is the planning of the sequence and length of VESL instruction to support vocational skill instruction. There are essentially three ways to sequence VESL instruction: Pre-Training VESL, Concurrent VESL, and Mixed Pre-Training and Concurrent VESL.

Pre-Training VESL involves Occupation-Specific VELT offered before participants begin vocational skill training. In this approach, VESL instruction does not continue after participants begin vocational skill training.

Concurrent VESL provides Occupation-Specific VELT support to participants while they are going through vocational training. In this approach, there is no pre-training period of VESL instruction; participants begin vocational training and VESL instruction at the same time.

Mixed pre-training and concurrent VESL is self-explanatory. It involves a period of VESL instruction before participants begin vocational training, followed by concurrent VESL instruction while participants are in vocational training.

D. Facilities and Settings: Occupation-Specific VELT most often takes place in a vocational training center, where there is ready access to vocational training equipment, classrooms, and vocational instruction programs. It assumes that the VESL instructor will work in tandem with a vocational skill instructor at the same facility -- preferably in the same classroom, though not necessarily at the same time.

It is also possible for Occupation-Specific VELT to be offered as a part of a work experience training program. This involves participants gaining work experience with actual employers for one part of the day, while returning to the VESL classroom for the other part of the day. Occupation-Specific VELT in this case focuses on the communication needs of a particular occupation, without having ready access to the vocational training classroom. Creative VESL instructors use the work experience site to great advantage, however. They may, for example, structure a variety of job-related communicative tasks that participants must perform at their work experience sites, reporting back on their performance when they return to the VESL class.

Occupation-Specific VELT can also be offered without linkage to a specific vocational classroom or to specific work experience sites. The goals of such "free standing" VESL classes might include: improving job-related communication skills of participants already working in a particular occupation, developing communication skills of participants who have had work experience in a particular occupation, or orienting those who have interest in a particular occupation, but no current or past experience in that field.

E. Identification of Courses: One of the most critical choices to be made in an Occupation-Specific VELT program is the selection of specific occupations for program focus. This decision needs to be made based on all available data concerning participant need, participant numbers, labor market demands, availability of vocational training, and job performance demands of industry. Most successful programs start small. They initially offer VELT support in one or two occupations at one training site. When they show success they can then expand to other occupations and to other sites.

Even after the occupations for VELT focus have been selected, it is not sufficient for a manager to say to VESL and vocational training instructors, "OK, we're going to have VELT now," or simply to title a course as "VESL" and assume that the rest will take care of itself. It is necessary to design specific courses to meet the variety of needs dictated by the nature of participant needs and labor market demands. Although Occupation-Specific VELT assumes a tight focus on a particular occupation, it is still necessary to include in the program design -- whether as separate courses or as distinct units within the same VESL course -- instruction that focuses on issues other than on the language of the specific occupation.

Almost all VELT programs, for example, must include job search instruction -- how to "get a job." It is likely, too, that Occupation-Specific VELT program participants will need some instruction in certain basic skills necessary to vocational instruction, such as math skills, text reading skills, and note-taking skills.

F. Entry/Exit Criteria: As was the case with Cluster, setting entry and exit criteria for participants in Occupation-Specific VELT programs is particularly difficult. The main difficulty comes with trying to specify measurable levels of English communicative proficiency for specific occupations. While it is clear that different occupations require different levels of communicative proficiency, (e.g., a word processing operator needs a different level of proficiency in English than does a janitor) there are as yet no existing standards that clearly state the English communication requirements of specific occupations in terms that are applicable to limited English proficient adults.

Nevertheless, program managers must make decisions in this area, and the best that can be done is to make approximations. Two general rules may be followed. The first is that the limited English proficient almost always require a longer training period than native speakers need. Program managers typically tend to underestimate the length of time it takes to build English communicative proficiency sufficient to support the level of technical skill that is acquired. The second rule is that the shorter the length of training and the more complex the communication demands of the job, the higher the level of communicative proficiency required for participant entrance into the program.

It is in no one's interest to bring into programs of insufficient length or of excessive communicative complexity, participants who cannot meet the English communication demands of the labor market upon graduation. Clear entry and exit criteria for English proficiency thus need to be established and enforced.

The following chart summarizes the previous discussion:

ORGANIZATIONAL CONSIDERATIONS AND PROGRAMMATIC RECOMMENDATIONS

OCCUPATION-SPECIFIC VELT PROGRAMS

ORGANIZATIONAL CONSIDERATION	PROGRAMMATIC RECOMMENDATION
Class size	Smaller classes of 10 to 15 participants important
Coordination	Team approach involving VESL teacher, vocational teacher, employer, and job counselor/developer
Scheduling	Open entry/exit if possible, but must consider vocational training needs
Frequency and length	Depends on employment/training requirements of a particular occupation
Facilities and setting	Vocational training site or workplace
Identification of courses	Based on participant need, numbers, labor market, and availability of vocational training
Entry/exit criteria	Depends on employment or training requirements of a particular occupation
Financial considerations	Requires additional financial resources due to instructional requirements, such as need for vocational teachers, curriculum and materials development

EMPLOYMENT AND SUPPORT SERVICES

A comprehensive set of support services needs to be provided to limited English proficient adults in an intensive program such as Occupation-Specific VELT. Programs should make available counseling, job development and placement, and related auxiliary services as discussed below.

Counseling

Several important guidance or counseling functions must be performed in Occupation-Specific VELT programs. One of the most important of these functions is counseling in the area of occupational training selection. Unlike General VELT where participants may postpone deciding which occupation they wish to pursue, Occupation-Specific VELT demands that they make an early choice of occupational interest. Unfortunately, limited English proficient adults may have limited familiarity with the range of available occupations in the United States, and they may be operating on faulty information transmitted through friends or relatives. Consequently, they need to have clear, understandable information about occupational choices before they can be expected to make rational decisions about selecting an occupation for training. Ideally, such information should be provided in participants' native languages to maximize clarity and minimize misunderstanding.

Counseling that focuses on program orientation is also important in an Occupation-Specific VELT program. Too often, information about "how things work at this school" is passed on by word-of-mouth, resulting in misunderstanding. Some programs offer initial program orientation at the start of training, followed by ongoing reinforcement of program orientation as a part of VESL instruction.

Job Development and Placement

Most successful Occupation-Specific VELT programs provide some form of job development or placement. Typically, this function is performed either by job developers or by vocational skill instructors. Specially-funded programs tend to operate with job developers, while regularly-funded programs must rely on vocational instructors. In either case, it is important that limited English proficient adults have an advocate to assist them with setting up job interviews and "getting over the hump" of the job search process that is most heavily weighted against those who have limited proficiency in English.

Many limited English proficient adults, while quite proficient in performing job tasks, simply do not have sufficient English communication proficiency to use language to portray their job skills to potential employers.

INSTRUCTION

This section discusses the major categories related to instruction in Occupation-Specific VELT programs: goals, instructional components, instructional support, and classroom management.

Goals

Occupation-Specific VELT has four major instructional goals: (1) to improve participants' English language skills appropriate to a particular occupation; (2) to improve participants' basic skills appropriate to a particular occupation; (3) to improve participants' technical skills appropriate to a particular occupation; and (4) to develop participants' cultural awareness of the work environment in the United States.

Instructional Components

Four components of instruction are typically offered in Occupation-Specific VELT. These components directly parallel the four goals that are stated above. The four components are discussed below.

Communication Skills for a Particular Occupation

Occupation-specific communication skills represent the most clearly evident instructional need. There is no doubt that participants must be provided with instruction to enable them to communicate orally and in writing in a specific occupational context. Unfortunately, this is often done poorly. A typical approach is to teach endless vocabulary lists that are drawn from a specific occupation, and to leave it at that. While there is no doubt that vocabulary forms an important part of occupation-specific VESL instruction, it is also important for VESL instructors to identify and teach structural patterns and functional patterns that typically recur in specific occupations.

One area of confusion that sometimes arises is whether the occupation-specific communication instruction should focus on the language of the vocational classroom or on the language of the workplace. There may be a substantial difference between the way a vocational instructor communicates with a class and the way a supervisor communicates with subordinates. In reality, the VESL instructor may need to prepare participants for both communication settings. It is important to avoid assuming that one or the other setting alone will determine the nature of the VESL instruction, without initial investigation.

Basic Skills for a Particular Occupation

Of the three VELT types, Occupation-Specific VESL instructors are most likely to find a need to provide instruction in basic skills. Basic skills that often need to be taught in Occupation-Specific VELT courses include performing simple mathematical calculations, reading charts or graphs, filling out forms or records, and related areas. In some programs vocational skill instructors may provide instruction in these areas.

Technical Skills for a Particular Occupation

Occupation-Specific VELT is clearly distinguished from the other two VELT types in the extent to which it provides actual hands-on, technical skill training to participants. Vocational skill instructors, sometimes supported by bilingual aides, typically provide technical skill instruction. Depending on the program design and the level of cooperation that exists between the VESL instructor and the vocational skill instructor, the VESL instructor may at times "pre-teach" the technical skill lesson by covering the key vocabulary and concepts that are to be treated in the actual lesson by the vocational skill instructor.

Cultural Orientation to U.S. Work Environment

As with General VELT and Cluster VELT, an Occupation-Specific VELT program must provide a strong instructional component designed to orient participants to the work environment in the United States. This can be done through guest speakers, field trips, brief internships, work experience training sites, and related structured learning activities presented by the VESL instructor or the vocational skill instructor. Former participants who have completed the program and successfully found work are particularly effective as guest speakers, for they offer a perspective of insight that cannot be matched by VESL instructors or vocational skill instructors.

Instructional Support

Necessary instructional support for an Occupation-Specific VELT program includes curriculum and staffing.

Curriculum

As noted earlier, it is almost given in Occupation-Specific VELT that there will not be adequate materials available for use. This means that the manager must allocate resources for curriclum planning and development. It also means that program planning must account for an initial period for curriculum development to take place before instruction begins. This section discusses curriculum content and development processes for Occupation-Specific VELT.

A key curriculum content decision is whether the VELT curriculum will focus on the language of the vocational classroom, of the workplace, or on both. Programs often overlook one or the other, and while the occupation may be the same, the communicative context can differ considerably.

A second curriculum content decision is the extent to which the VELT curriculum needs to include basic skills instruction in areas such as math, charts, graphs, and forms. This decision can be made based on participant needs assessment and information provided by the vocational skill instructor.

Another curriculum content decision is the extent to which the overall curriculum design in the Occupation-Specific VELT program will include information of a general occupational nature. Should job search, employer expectations, communicating with co-workers, benefits, workers rights, and myriad related areas also be covered in the curriculum, or should it be tightly focused on the specific occupation at hand? Again, participant needs assessment tied to other available vocational training and occupational information may assist in making this decision.

A first step in the process of developing Occupation-Specific VELT curriculum is to review existing literature and curricula that relate to the specific occupational area of interest. Vocational texts, task analysis lists, job descriptions, and course outlines represent the kinds of existing documents that are often available. But while there is usually an ample supply of such materials available, they are seldom usable with limited English proficient adults. Adaptation is almost always necessary.

Vocational instructors and employers represent two other rich resources for curriculum development. It is critical, however, that the VESL instructor carefully plan a strategy for collecting information from these sources, to assure that useful information about communication -- and not just job tasks -- is collected. This can be done by asking for examples of misunderstandings, for examples of common expressions, or for descriptions of typical communicative interactions that workers will encounter. Avoid excessively technical-sounding jargon. Although it is difficult, some employers may allow the VESL teacher to sit and observe the communicative behaviors of workers. Note-taking is probably the best way to capture these behaviors. Note-taking is generally preferable to tape-recording due to the fear that a tape recorder produces, and due to the amount of effort that transcribing tapes requires.

Once data on the communicative requirements of the occupation have been collected, it is necessary to develop a general curriculum outline specifying the objectives of the curriculum, organized into units of instruction. Following the development of the outline, actual teaching materials must be developed. Often, existing materials can be adapted for this purpose, particularly if there are clear visuals. Even after the materials have been developed, the VESL instructor must be willing to modify them after they have been tested in the classroom.

Staffing for Instructional Support

If available, bilingual aides can play an extremely effective role in an Occupation-Specific VELT program. Some programs have used former program graduates in the instructional aide role with success. Bilingual aides can assist in the preparation of learning materials that use participants' native language to clarify important cultural and vocational concepts.

For bilingual aides to be effective, however, most of the members of the class must share the same language background. Sometimes, if there is a relatively small number of language groups represented in a program or school, it is possible to hire an aide from each language group to rotate through classes on a regular basis to provide some level of first-language support.

Tutors and volunteers, sometimes available through programs within the existing educational agency, or through other community agencies, can also be used to augment the VESL instructor's efforts.

Classroom Management

As was the case with Cluster, participants in Occupation-Specific VELT programs are grouped according to occupational interest, and it is usually not possible to group them also according to level of English communicative proficiency. This means that the Occupation-Specific VESL instructor is likely to face a multi-level class. A variety of teaching strategies must be utilized to meet participants' differing levels of communicative competence. Possible strategies might include grouping by level, using peer tutors, using aides, and individualizing portions of the instruction.

ASSESSMENT

An effective Occupation-Specific VELT program involves ongoing assessment and evaluation that focuses on three areas: participants, the labor market, and the quality of the program itself.

Participant Assessment

Participants are assessed for three primary purposes: diagnosis, placement and achievement.

Prior to entering an Occupation-Specific Velt program, participants must be assessed in order to diagnose their level of communicative competence relative to the communication demands of the training and the occupation that is of interest to them. They also must be assessed in basic skill areas that may be required in training or on the job in a particular occupation. Assessment in these two areas at the start of the program will enable accurate placement of participants into classes that are appropriate for their needs.

Assessment of participant competencies that have been achieved as a result of instruction is also a necessary program function in an occupation-specific program. While it is hard to measure, "job readiness" is often stated as an important criterion used to determine when a participant has successfully completed training.

Labor Market Assessment

Assessment of the local labor market is an indispensable aspect of planning for an Occupation-Specific VELT program. Because of the relatively narrow focus of the Occupation-Specific VELT approach, the manager is required to "put all the eggs in one or two baskets." Since the Occupation-Specific VELT program will probably start by focusing on just a few occupations, selecting even one occupation that turns out not to be able to provide jobs for limited English proficient program graduates can severely damage the program's chances for survival. Extra care is needed, then, in gathering labor market data to support the selection of a particular occupation for program focus.

Common sources of labor market data include state surveys of labor market demand, publications of local business organizations such as chambers of commerce, newspapers, other vocational training programs in the local area, and direct contact by phone with local employers who could potentially hire program graduates. Employer advisory boards can also help in this regard.

It is important to view data on labor market demand in light of the communicative competence levels of the Occupation-Specific VELT program's projected limited English proficient population. It would not be sensible, for example, to offer training to such a population in an occupation requiring a high level of communicative sophistication, no matter how high the demand for that occupation might be in the local community. Ideally, then, those occupations selected for training will be in high demand locally, and they will not require a high level of English communicative competence.

Labor market assessment must be an ongoing process for the manager of the Occupation-Specific VELT program, because fluctuations in labor market demand can decimate even a well-established program if the need for workers in that program's area of occupational focus abruptly diminishes.

EVALUATION

Program evaluation is important for effective program operation and program improvement, and it is also often required at some level by funding agencies. Program evaluation can and should involve many kinds of organizational participants, including the manager, participants, instructors, employers, and funding sources.

As was the case with Cluster, typical criteria for evaluating program success focus on indicators such as numbers of participants placed in jobs related to the area of training and increases in participants' communicative proficiency.

OCCUPATION-SPECIFIC VELT FACTORS FOR SUCCESS

Listed below are ten factors contributing to the success of an Occupation-Specific VELT Program:

1. Programs are coordinated with vocational training or direct work experience activities to maximize the chance of success.

2. Sufficient time and resources are allocated for materials development.

3. Occupation-Specific VELT is delivered through a coordinated team effort involving a vocational instructor or worksite supervisor and a vocational English as a second language instructor.

4. For worksite programs, all necessary levels of management are involved to ensure adequate support.

5. Sufficient time and resources are allocated to train instructors.

6. Initial implementation focuses on a small number of occupations, the selection of which is based upon:

    a. local labor market demand
    b. student target population (size, language proficiency, interests, skills, attitudes)
    c. availability of vocational training opportunities

7. The program directly provides or coordinates with the following major components:

    a. recruitment and intake
    b. program orientation
    c. English language and basic skills training
    d. counseling and cultural orientation
    e. job development, job placement, and job follow-up

8. Ongoing needs assessment for program development is implemented to meet the demands of the labor market and the needs of the participants.

9. Supplementary and multiple funding are secured to support initial and ongoing program implementation.

10. Language proficiency requirements for program entrance and exit are based upon:

    a. reasonable expectations of the student population
    b. bona fide communication requirements of vocational training
    c. bona fide communication requirements in the labor market

CHART E: KEY DIFFERENCES IN TYPES OF VELT

GENERAL, CLUSTER, OCCUPATION SPECIFIC

I. MANAGEMENT

	General VELT	Cluster VELT	Occupation Specific VELT
STAFFING			
SELECTION CRITERIA	ESL teaching experience Bilingual/bicultural as appropriate Knowledge of employment	VESL teaching experience Bilingual/bicultural as appropriate Curriculum development experience Materials development experience	VESL teaching experience Bilingual/bicultural as appropriate Curriculum development experience Materials development experience Experience in particular occupation or vocational training preferred
STAFF DEVELOPMENT			
A. Target Population	ESL Teachers/aides	VESL teachers/aides Vocational teachers Employer	VESL teachers/aides Vocational teachers Employer
B. Focus	Cultural awareness VESL methodology Basic Skills methodology Classroom management	Cultural awareness VESL methodology Basic skills methodology Technical skills methodology Classroom management	Cultural awareness VESL methodology Basic skills methodology Technical skills methodology

MANAGEMENT
(continued)

	General VELT	Cluster VELT	Occupation Specific VELT
COORDINATION	Team approach if possible	Team approach involving: VESL teacher 2 or more Vocational teachers Employer/Worksite Supervisor Job counselors/ developers	Team approach involving: VESL teacher Vocational teacher Employer/Worksite Supervisor Job counselors/ developers
ORGANIZATION			
A. Class Size	Similar to ESL class	Smaller preferred (10-15 participants)	Smaller preferred (10-15 participants)
B. Scheduling	Open entry/open exit	Open entry/open exit if possible Constraints due to occupational and/or vocational training program needs	Open entry/open exit if possible Constraints due to occupational and/or vocational training program needs
C. Frequency/ Length	Flexible	Dependent on employment/ training requirements of related occupations	Dependent on employment/ training requirements of a particular occupation
D. Facilities	ESL classroom	ESL classroom Vocational training site Worksite	Vocational training or worksite preferred
E. Identification of courses	Based on: Participant need Participant number	Based on: Participant need Participant number Labor market Vocational training available Industry specifications	Based on: Participant need Participant number Labor market Vocational training available Industry specifications

MANAGEMENT
(continued)

	General VELT	Cluster VELT	Occupation Specific VELT
F. Entry/Exit Criteria			
Entry	Any language proficiency above beginning (SPL II or III)[4]	Dependent on employment/training requirements of related occupations	Dependent on employment/training requirements of a particular occupation
Exit	Same for all programs	Same for all programs	Same for all programs
RECRUITMENT/ OUTREACH	ELT programs Community at large	ELT/VELT program Vocational training program Industry Community at large	ELT/VELT program Vocational training program Industry Community at large
FINANCIAL CONSIDERATIONS			
A. Budget	Similar to ESL class	Requires additional financial resources due to instructional requirements (i.e., curriculum/ materials development)	Requires additional financial resources due to instructional requirements (i.e., vocational teachers, curriculum/ materials development)
B. Funding Source	Usually one source	Likely to be multiple sources	Likely to be multiple sources
C. In-Kind Support	Usually one source	Likely to be multiple sources	Likely to be multiple sources

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[4] See Student Performance Level, Appendix B.

II. SUPPORT SERVICES

	General VELT	Cluster VELT	Occupation Specific VELT
VOCATIONAL COUNSELING			
JOB DEVELOPMENT/PLACEMENT			
(who does it?)	Participants	Vocational training teachers	Vocational training teachers
	VESL Teacher		
	Job developers	Job developers	Job developers
		Participants	Participants
		VESL Teachers	VESL Teachers
AUXILIARY SERVICES	Child care	Child care	Child care
	Transportation	Transportation	Transportation
	Health	Health	Health
		Specific services relevant to related occupations/training requirements (i.e., purchase of appropriate clothing)	Specific services relevant to particular occupations/training requirements (i.e., purchase of tools)

III. INSTRUCTION

	General VELT	Cluster VELT	Occupation Specific VELT
VESL INSTRUCTION			
GOALS	Improve participants' language skills relevant to the U.S. work envirnonment	Improve participants' language skills appropriate to related occupations/training	Improve participants' language skills appropriate to a particular occupation/training
	Improve participants' basic skills as relevant to the U.S. work environment	Improve participants' basic skills appropriate to related occupations/training	Improve participants' basic skills appropriate to a particular occupation or training
	Develop cultural awareness in the U.S. work environment	Develop cultural awareness in the U.S. work environment	Improve participants' technical skills appropriate to a particular occupation or training
			Develop cultural awareness in the U.S. work environment
COMPONENTS	Cultural Orientation relevant to the U.S. work environment	Cultural Orientation relevant to the U.S. work environment	Cultural Orientation relevant to the U.S. work environment
	All language skills	Language skills relevant to related occupations/ training	Language skills appropriate to a particular occupation/ training
	Basic skills appropriate to any occupation/training	Basic skills appropriate to related occupation/training	Basic skills appropriate to a particular occupation/ training
		Technical skills appropriate to related occupations/training	Technical skills appropriate to a particular occupation/training
SUPPORT			
A. Curriculum Development			
1. Content	Language competencies for any occupation/ training	Competencies of language functions common to related occupations/ training	
	Basic skills competencies for any occupation or training	Competencies of task performance common to related occupations/ training	Competencies of task performance in a particular occupation/training

VESL INSTRUCTION
(continued)

	General VELT	Cluster VELT	Occupation Specific VELT
SUPPORT (continued)			
A. Curriculum Development (continued)			
1. Content (cont.)	Cultural orientation information relevant to the U.S. work environment	Cultural orientation information relevant to the U.S. work en-environment	Cultural orientation information relevant to the U.S. work environment
2. Process	Review existing literature, curricula, and materials	Review existing literaature and curricula (little available)	Review existing literature and curricula (available but often inappropriate)
	Adapt curriculum	Review, analyze and syntehsize job materials for related occupations	Review and analyze job materials (vocational texts, task analysis lists, job descriptions)
	Select and/or adapt materials	Get input from vocational teachers and employers	Get input from vocational teachers and employers
		Develop curriculum	Develop curriculum
		Develop materials	Develop materials
3. Time and Process	Requirements similar to ESL class	Requires additional lead time and resources	Requires additional lead time and resources
B. Materials	Exist	Don't exist	Some exist
	Useful	Need to develop	Useful as resource
	Need to adapt		Need to adapt
			Need to develop
C. Staff (Support)	Unlikely to have paid support staff	Bilingual/bicultural staff	Bilingual/bicultural staff
	Volunteer support may be available		Likely to have vocational support

	General VELT	Cluster VELT	Occupation Specific VELT
CLASSROOM MANAGEMENT			
Grouping within class	Need to accomodate: Diverse participant goals (occupations) Diverse Basic/Technical skills	Need to accomodate: Multi-level language proficiency Diverse Basic/Technical skills	Need to accomodate: Multi-level language proficiency

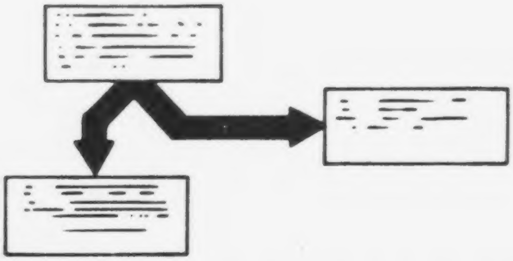
IV. ASSESSMENT/EVALUATION

	General VELT	Cluster VELT	Occupation Specific VELT
STUDENTS			
A. Diagnosis	All language skills (listening, speaking reading, writing)	Skills appropriate to related occupations/ training	Language skills appropriate to a particular occupation or training Basic skills appropriate to a particular occupation training
B. Placement according to	General language proficiency	General language proficiency Language proficiency appropriate to related occupations or training Participant goals encompass related occupations	Occupation specific student goals Basic/Technical skills appropriate to a particular occupation or training Language proficiency appropriate to a particular occupation or training
C. Achievement	Language competencies related to the U.S. world of work Basic skills competencies related to the U.S. work environment	Language competencies appropriate to related occupations or training Basic skills competencies appropriate to related occupations/training Performance of tasks appropriate to related occupations or training	Performance of tasks appropriate to a particular occupation or training
LABOR MARKET			
A. Source	Community in general	Community in general Industry Vocational Training Program	Industry Government statistics area Vocational Training Program

ASSESSMENT/EVALUATION
(continued)

	General VELT	Cluster VELT	Occupation Specific VELT
LABOR MARKET (continued)			
B. Scope/Focus	Availability of jobs in a wide variety of occupations and industries	Availability of jobs in related occupations	Availability of jobs in a particular occupation
PROGRAM EVALUATION			
A. Evaluator	Educational administrator Participants Funder	Educational administrator Participants Employer Vocational Training Administrator Funder	Employer Participants Vocational Training Administrator Funder
B. Focus	% of participants making significant gains in language proficiency and basic skills appropriate to the U.S. work environment	% of participants making significant gains in language proficiency and/or basic skills appropriate to related occupations/training	% of participants obtaining job placement or job upgrading in a particular occupation relevant to training
	% of participants obtaining job placement or upgrading in any occupation or training program	% of participants obtaining job placement or upgrading in related occupations relevant to training	% of participants entering program for which training was designed
	% of participants increasing effectiveness in their jobs	% of participants increasing effectiveness in their jobs	% of participants increasing effectiveness in their jobs

4. Choosing an Approach



SECTION FOUR: CHOOSING AN APPROACH

The preceding sections describe three types of Vocational English Language Training: General, Cluster, and Occupation-Specific. The purpose of this section is to assist local programs in selecting the most appropriate VELT approach which effectively meets the needs of the participants.

In identifying which of the three types should be offered, it is necessary to focus on three considerations (see Decision Trees, I, II, and III):

(1) Do enough participants have identified employment-related goals to make it feasible to offer a separate VESL class or classes, e.g., required student-teacher ratio, availability of supplementary financial resources?

(2) Does an analysis of the labor market indicate that the community offers appropriate job opportunities in the areas of participants' interest?

(3) Do the prospective participants have the ability to reach the language proficiency necessary to be successful in the job opportunities that are available?

If participants' employment-related goals and communications needs for employment are too diverse and the overall population is small, the General VELT program is probably the most appropriate.

A major advantage in offering a General VELT program is that differing needs can still be addressed by focusing activities involving the entire class on general world of work competencies. Opportunities for small group or individualized instruction which focus on specific occupational needs for at least a portion of each class session can also be included. The availability of support personnel such as instructional aides or volunteers and appropriate Occupation-Specific or Cluster-VESL instructional materials will increase the effectiveness of this approach.

If a General VELT program is feasible and the potential participant population is large, further goruping is then appropriate. In this case, it is necessary to identify the degree to which there is a similarity in participants' needs. Answering the following questions will assist in making the preliminary decision of whether Cluster VELT is feasible:

- Are participant goals related in any way, e.g., health occupations?
- Is there any relationship in these identified employment-related communication needs, e.g., purpose, mode, content of communication as in public contact jobs?
- Is there a relationship in technical and/or basic skills needs, e.g., measurement, math skills?

If some relationship in the above area exists, and an analysis of the labor market indicates that there are employment opportunities in related occupations, consider Cluster VELT.

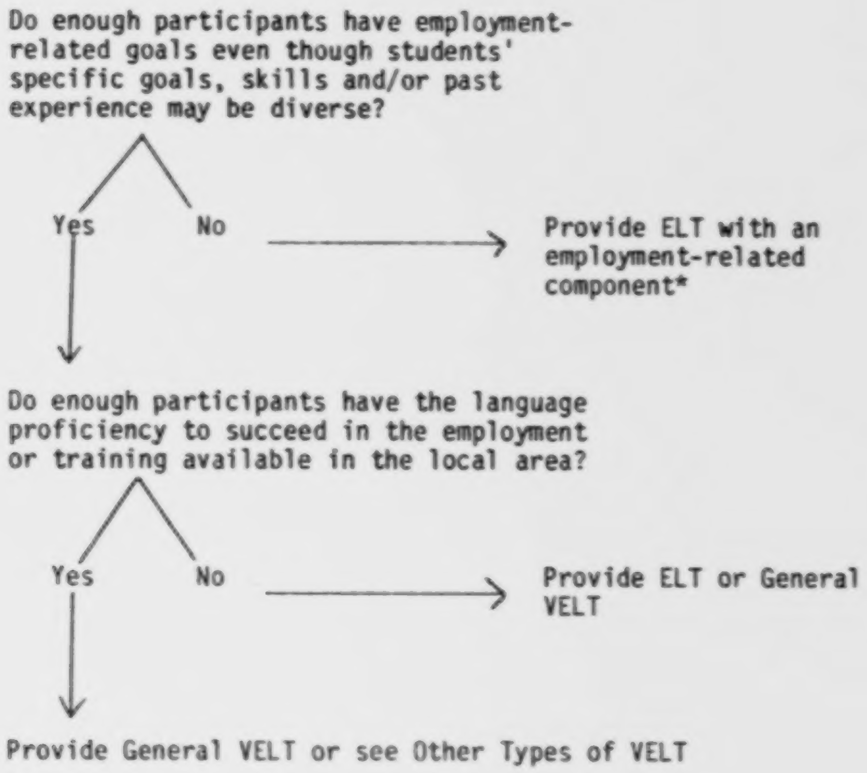
An Occupation-Specific VELT program is probably the best approach to consider if:

- there are enough participants with the same needs and goals;
- there are available resources which can provide the selected vocational skills training in a cost effective manner;
- there are sufficient employment opportunities in this occupation; and
- there are an adequate number of potential participants with the language proficiency necessary to be successful in a chosen VESL class.

DECISION TREE I

GENERAL VELT

Will General VELT meet my program/participant needs?



Do enough participants have employment-related goals even though students' specific goals, skills and/or past experience may be diverse?

Provide ELT with an employment-related component*

Do enough participants have the language proficiency to succeed in the employment or training available in the local area?

Provide ELT or General VELT

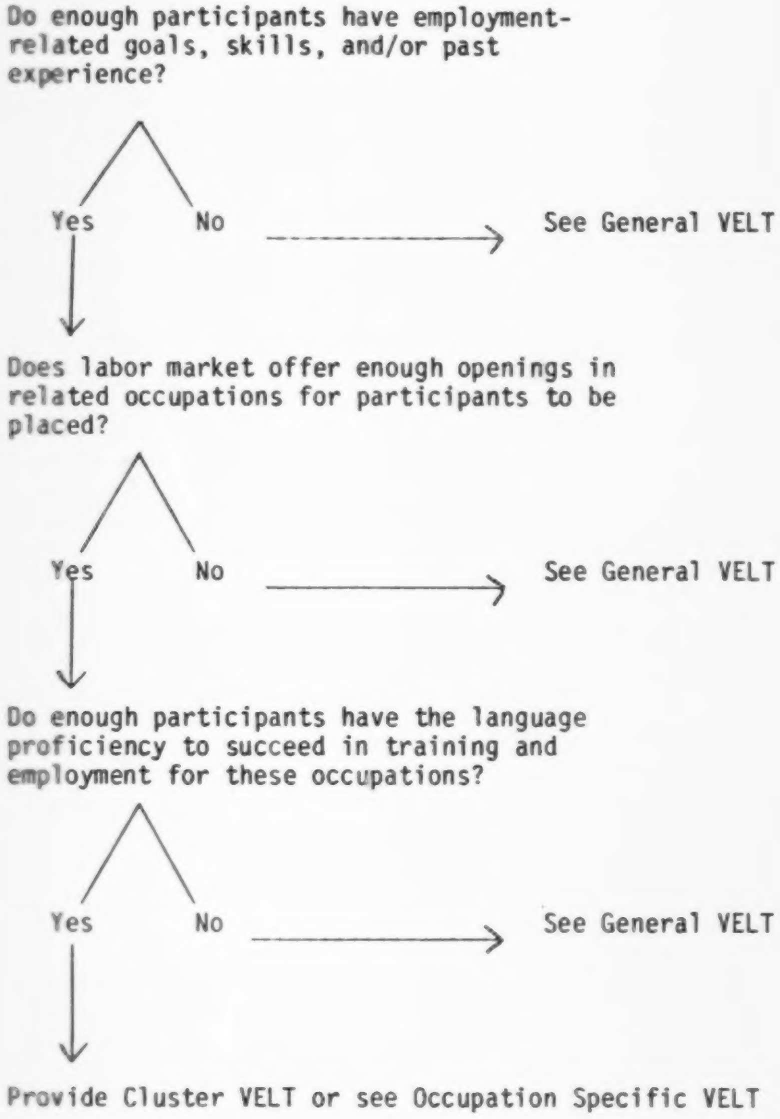
Provide General VELT or see Other Types of VELT

*See MELT Resource Guide for details on planning and implementing an ELT program.

DECISION TREE II

CLUSTER VELT

Will Cluster VELT meet my program/participant needs?



Do enough participants have employment-related goals, skills, and/or past experience?

Yes
No
See General VELT

Does labor market offer enough openings in related occupations for participants to be placed?

Yes
No
See General VELT

Do enough participants have the language proficiency to succeed in training and employment for these occupations?

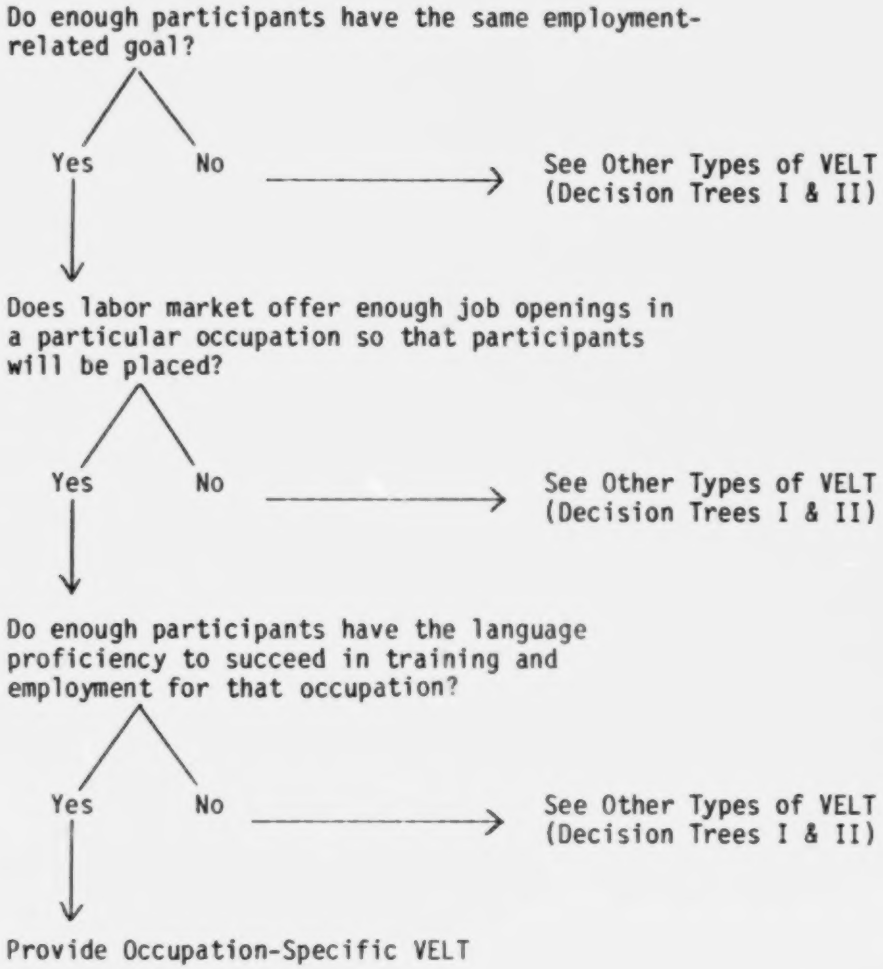
Yes
No
See General VELT

Provide Cluster VELT or see Occupation Specific VELT

DECISION TREE III

OCCUPATION-SPECIFIC VELT

Will Occupation-Specific VELT meet my program/participant needs?



Do enough participants have the same employment-related goal?

Yes

No → See Other Types of VELT (Decision Trees I & II)

Does labor market offer enough job openings in a particular occupation so that participants will be placed?

Yes

No → See Other Types of VELT (Decision Trees I & II)

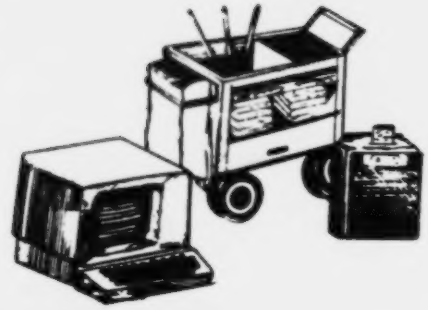
Do enough participants have the language proficiency to succeed in training and employment for that occupation?

Yes

No → See Other Types of VELT (Decision Trees I & II)

Provide Occupation-Specific VELT

APPENDIX A VELT Resources–Programs, People



APPENDIX A: VELT RESOURCE PROGRAMS AND PEOPLE

The VELT Resource Project recognizes the need of VELT practitioners for resource programs and people that can provide valuable information and technical assistance. VELT program models, practices, and results can be useful to funding agencies, administrators and practitioners in the writing and review of VELT Requests for Proposals (RFPs), and VELT program design, implementation, and evaluation. Resource people can provide technical assistance and training in a variety of VELT program areas.

Resource programs and people[1] who can provide assistance to VELT practitioners, administrators and funding agencies are identified in the VELT Resource Package.

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[1] For a detailed description of the process and criteria for selection, please refer to Appendix C.2.

APPENDIX A.1: VELT RESOURCES - PROGRAMS

This section identifies and describes programs which demonstrate many factors for success in providing Vocational English Language Training. The programs reflect different geographical areas, instructional modes, training settings, occupations, and clients.

The chart below presents an overview of the section for quick reference.

CHART A: USER'S GUIDE

IN THIS SECTION YOU WILL FIND:	TO HELP YOU:
Alphabetical index of programs	locate programs.
Map showing ORR Regions and ORR, Florida	identify states in your region.
Charts identifying programs by region and VELT type (General, Cluster, Occupation-Specific)	identify types of VELT programs in each region.
Chart highlighting important features of each program listed alphabetically	identify programs which have features of relevance to you.
Descriptions of each program including contact information and program details	identify programs that you want to contact for further information.

The VELT Resource Programs listed can be contacted by mail, phone, or in person. To facilitate contacting a program, types of questions which can initiate information exchange are listed on the following pages. This list is not all-inclusive; it is only provided as a guide for planning initial contacts.

QUESTIONS TO ASK VELT RESOURCE PROGRAMS

NOTES

QUESTIONS ABOUT HISTORY AND GOALS?

1. How are your goals determined?
2. Have your goals changed since the program began? How?
3. Do you have a grant or a contract?
4. Do you have a performance-based contract? What performance is evaluated?
5. Do you use an advisory board? What is their role? Who participates on the board?

QUESTIONS ABOUT EMPLOYMENT AND TRAINING AREAS:

1. What employment and training areas do you have?
2. How did you choose your training areas?
3. Have there been changes?
4. Do you anticipate changing these areas in the future?

QUESTIONS ABOUT ORGANIZATION:

1. How do you recruit students and staff?
2. How are classes organized? What is the number of classes? Number of students per class? Hours of instruction per week? Class schedule?
3. What is the background and training of your instructors? Are they part-time or full-time?
4. Do you have bilingual/bicultural staff? In what capacity?
5. Would you be willing to share budget information? What services are provided for what cost? How many hours of instruction are provided for that cost?

QUESTIONS TO ASK VELT RESOURCE PROGRAMS (continued)

NOTES

QUESTIONS ABOUT PROGRAM AND STUDENT SUPPORT SERVICES:

1. If you provide job placement, who does it?

2. How do you determine job placement rate?

3. How many days in a job is considered placement?

4. Do you conduct follow-up on placements? If so, how?

5. What is your cost per placement?

6. Do you provide bilingual support? In what languages?

7. Who provides bilingual support? In what capacity?

QUESTIONS ABOUT CURRICULUM AND MATERIALS:

1. What curriculum do you use?

2. Did you develop your curriculum or adapt/adopt a curriculum from another program?

3. What materials do you use? Are they available? From whom?

QUESTIONS ABOUT STAFF DEVELOPMENT:

1. Do you provide staff development?

2. Who attends staff development activities - teachers, aides, volunteers, support staff?

3. Who provides it?

4. What are the outcomes?

NOTES

QUESTIONS ABOUT THE INSTRUCTIONAL PROGRAM:

1. What do you use your student assessment instruments for -- linguistic assessment, vocational interests, aptitudes, content information?
2. How is course content determined? (Do you have course outlines that can be shared?)
3. How do you evaluate program success -- placements, job retention, student achievement, fulfillment of professional goals? How do you use this information?
4. Who conducts the evaluation?
5. Is cultural orientation ongoing? Is there a curriculum? Is it in the native language?

QUESTIONS ABOUT NETWORKING AND LINKAGE:

1. Whom have you established linkages with?
2. Is it a formal linkage, i.e., written agreement on referral for services, shared resources? Or is it an informal arrangement?
3. How do you network?
4. How do you use the private sector -- in-kind services, money, site, space, job placement, etc.?

TYPES OF PROGRAMS BY REGION

GENERAL VELT PROGRAMS

REGION I/II	REGION III/IV	ORR FLORIDA	REGION V	REGION VI	REGION VII/VIII	REGION IX	REGION X
Bilingual Vocational Training Projects Hartford, CT	Refugee Education and Employment Program Arlington, VA Northern Virginia Manpower Services Falls Church, VA Mobile County Public Schools Refugee ESL Mobile, AL	Refugee Manpower and Employment Services Tampa, FL	Project Work English Arlington Heights, IL Elgin YWCA Refugee Project Elgin, IL Indochinese Vocational ESL Program, Champaign, IL	Targeted Assistance for Refugees Program, Associated Catholic Charities New Orleans, LA Adult Basic Education Austin, TX	Bilingual Vocational English Training Program Denver, CO Salt Lake City Skills Center Salt Lake City, UT International Institute St. Louis, MO	Refugee Link Program Phoenix, AZ ABE/ESL Program San Diego Community Centers San Diego, CA Refugee Employment Training Project Los Angeles, CA LaPuente Valley Adult Schools Refugee Project City of Industry, CA Long Beach City College Refugee Program Long Beach, CA Refugee Social Services Glendale, AZ	Refugee ESL Seattle, WA Refugee ESL Portland Community College Portland, OR

CHART 1

TYPES OF PROGRAMS BY REGION

CLUSTER VELT PROGRAMS

REGION I/II	REGION III/IV	ORR FLORIDA	REGION V	REGION VI	REGION VII/VIII	REGION IX	REGION X
Refugee Office Skills Program Boston, MA Bilingual Vocational Training Programs, State Dept. of Education Hartford, CT YMCA ELLSAR Project New York, NY	Vocational English for Refugees Silver Spring, MD EROL's Inc., Springfield, VA Northern VA Manpower Services, Falls Church, VA	FACILE Project Miami, FL	Literacy 85 - Job-Related VESL Project St. Paul, MN Project Work English Arlington Heights, IL	Targeted Assistance for Refugee Programs New Orleans, LA		Chinatown Resources Development Center San Francisco, CA Long Beach City College Refugee Program Long Beach, CA	

CHART 1

TYPES OF PROGRAMS BY REGION

OCCUPATION-SPECIFIC PROGRAMS

REGION I/II	REGION III/IV	ORR FLORIDA	REGION V	REGION VI	REGION VII/VIII	REGION IX	REGION X
RCA Service Co., Clerical Skills Program New York, NY Chinese/English/Korean Vocational Training Program New York, NY Bilingual Vocational Training Projects Hertford, CT YMCA ELESAR Project New York, NY Clerical Skills VESL Chinatown Civic Association Boston, MA	Refugee Education and Employment Program Arlington, VA Northern VA Manpower Services Falls Church, VA Vocational English For Refugees Silver Springs, MD	Job-Site VESL St.Petersburg, FL Refugee Manpower & Employment Services Program Tampa, FL FACILE Project Miami, FL	Elgin YWCA Refugee Project Elgin, IL Indochinese Vocational ESL Program Champaign, IL Project Work English Arlington Heights, IL	Bilingual Air Conditioning and Refrigeration Program Houston, TX Adult Basic Education Austin, TX Targeted Assistance for Refugee Programs New Orleans, LA	Bilingual Vocational English Training Program Denver, CO Salt Lake Skills Center Salt Lake City, UT International Institute St. Louis, MO	Bilingual Vocational Training Program Phoenix, AZ Chinatown Resources Development Center, San Francisco, CA Refugee LINK Program Phoenix, AZ LaPuente Valley Adult Schools Refugee Project City of Industry, CA Long Beach City College Refugee Program Long Beach, CA ABE/ESL Program San Diego Community College District San Diego, CA Refugee Employment Training Project, Los Angeles, CA	Child Care Aide Training Program Seattle, WA Bilingual Skills Training Program Renton, WA

CHART 1

IMPORTANT FEATURES OF VELT RESOURCE PROGRAMS

PROGRAM	TYPE OF VELT			SPECIFIC EMPLOYMENT AREAS*	SETTING	POPULATION SERVED		
	Gen.	Cluster	Oc. Sp.			SE Asians	Hispanic	Other
Adult Basic Education Austin Community College Austin, TX	X		X	electronics maintenance	workplace	X	X	
Bilingual Air Conditioning and Refrigeration Program Houston Community College Houston, TX			X	air conditioning refrigeration repair	vocational		X	
Bilingual Skills Training Program Renton, WA			X	electronic assembly bilingual teacher aides custodial maintenance warehousing shipping receiving				
Bilingual Vocational English Training Program Denver, CO	X		X	electro-mechanical assembly data entry/clerical skills	workplace	X	X	X
Bilingual Vocational Training Programs Training Programs State Department of ED Hartford, CT		X	X	machine shop nurses aide clerical gas and oil heat electronics assembly basic technical drawing allied health building maintenance repair meter reading food services		X	X	
Bilingual Vocational Training Program Maricopa Technical College Phoenix, AZ			X	auto mechanics helper home health aide	classroom vocational training site		X	
Child Care Aide Training Program Seattle, WA			X	child care aide in-home child care small business development	classroom practicum at day care center			X
Chinese/English/Korean Vocational Training Program Chinatown Manpower Project, Inc. New York, NY			X	clerical skills bookkeeping filing typing use of microcomputers adding machine calculator	classroom			X

CHART 2

*provides VESL for these specific training areas, may or may not provide technical skills training in the areas.

IMPORTANT FEATURES OF VELT RESOURCE PROGRAMS

PROGRAM	TYPE OF VELT			SPECIFIC EMPLOYMENT AREAS*	SETTING	POPULATION SERVED		
	Gen.	Cluster	Oc. Sp.			SE Asians	Hispanic	Other
Chinatown Resources Development Center San Francisco, CA		X	X	accounting IBMPC Systems 34 operations banking services word processing building maintenance food services	classroom vocational training site	X	X	X
Elgin YWCA Refugee Project Elgin, IL	X		X	data entry operator cosmetology welding housekeeping voc.	classroom vocational training site	X		X
English as a Second Language Salt Lake Skills Center Salt Lake, UT	X		X	electronics assembly power sewing other vocational areas as needed	classroom vocational training site	X	X	X
FACILE Project, Miami, FL		X	X	hotel industry housekeeping engineering food and beverage	workplace training room hotel room		X	X
Targeted Assistance for Refugee Program New Orleans, LA	X	X	X	factory occupations	worksite vocational training site	X		X
Vocational English for Refugees Silver Springs, MD		X	X	hotel housekeeping cleaning services building services electronics assembly food services	classroom work experience site vocational training site	X	X	X
YMCA ELESAR Project New York, NY	X	X	X	building superintendent typing pre-bookkeeping secretarial pre-drafting electronics architectural computer cluster: pre-clerical pre-technical	classroom	X	X	X

CHART 2

*provides VESL for these specific training areas, may or may not provide technical skills training in the areas.

IMPORTANT FEATURES OF VELT RESOURCE PROGRAMS

PROGRAM	TYPE OF VELT			SPECIFIC EMPLOYMENT AREAS*	SETTING	POPULATION SERVED		
	Gen.	Cluster	Oc. Sp.			SE Asians	Hispanic	Other
Indochinese Vocational ESL Program Champaign, IL	X		X	sewing	classroom vocational training site	X		X
International Institute of Metropolitan St. Louis St. Louis, MO	X		X	sewing food preparation hotel housekeeping	classroom vocational training site	X	X	X
LaPuente Valley Adult Schools/Refugee Project City of Industry, CA	X		X	grounds maintenance custodial auto body and fender auto mechanics business cosmetology machine shop nurse assistant electronics welding	classroom work experience site vocational training site	X	X	X
Literacy 85, Job-Related ESL Project St. Paul, MN		X		computer board assembly engineering computer technician	worksite classroom	X		X
Long Beach City College Refugee Program Long Beach, CA	X	X	X	nursing assistant general clerical custodial grounds maintenance	classroom	X		X
Mobile County Public Schools ESL Refugee Program Mobile, AL	X				classroom	X		X
Northern Virginia Manpower Services Falls Church, VA	X	X	X	hotel housekeeping food services electronics	classroom workplace	X	X	X
Project FACILE Miami, FL		X		housekeeping for hospitality industry	workplace training room or hotel room			X
Project Work English Arlington Heights, IL	X				classroom	X		X
RCA Service Company Clerical Skills for Refugees New York, NY			X	clerical skills work experience	classroom work	X		X

CHART 2

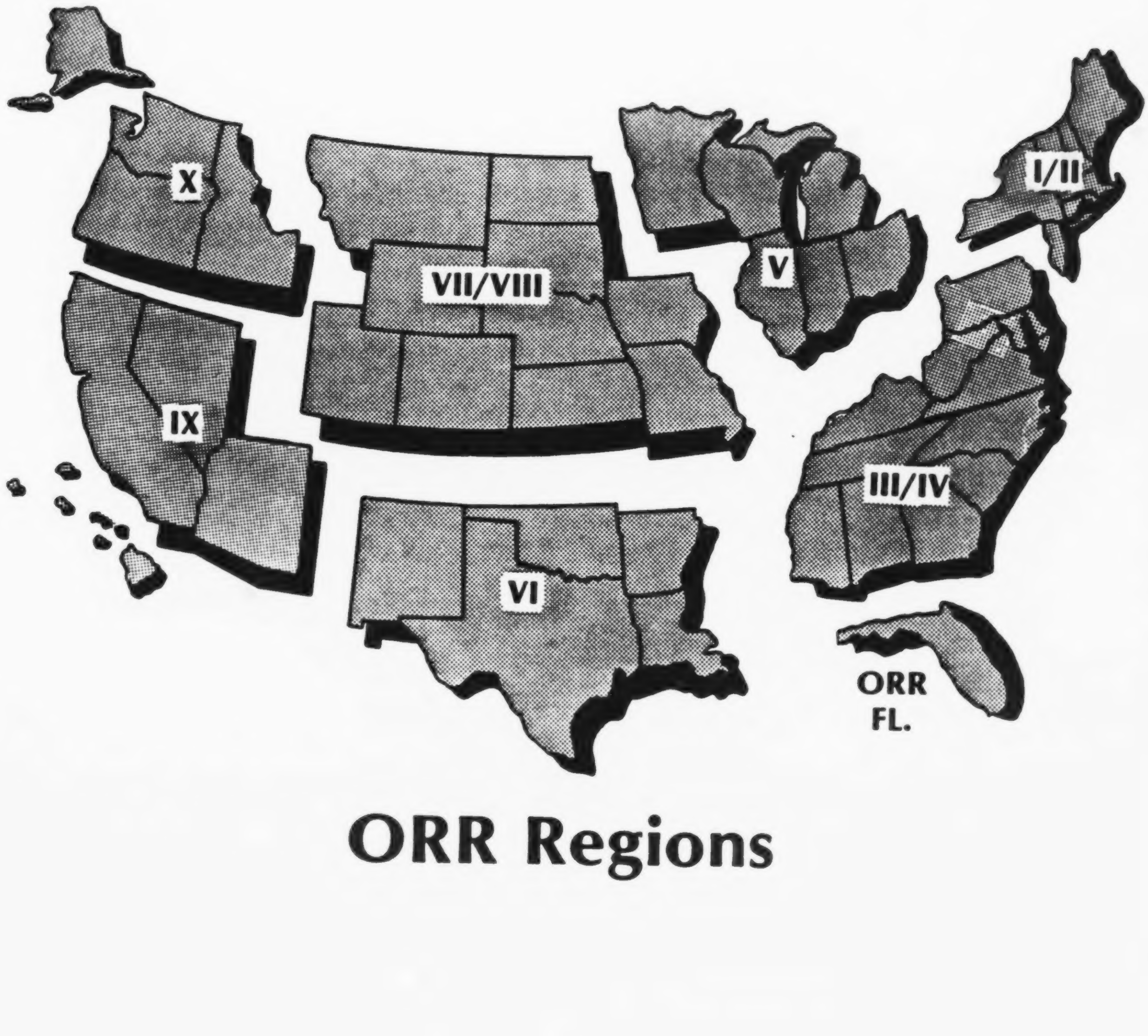
*provides VESL for these specific training areas, may or may not provide technical skills training in the areas.

IMPORTANT FEATURES OF VELT RESOURCE PROGRAMS

PROGRAM	TYPE OF VELT			SPECIFIC EMPLOYMENT AREAS*	SETTING	POPULATION SERVED		
	Gen.	Cluster	Oc. Sp.			SE Asians	Hispanic	Other
Refugee Education and Employment Program Arlington, VA	X		X	work lab short-term classes child care cleaning services mailroom clerking	classroom vocational training site workplace	X	X	X
Refugee ESL Portland Community College Portland, OR	X				classroom	X	X	X
Refugee ESL Seattle Central Community College Seattle, WA	X				classroom	X		X
Refugee Employment Training Project Los Angeles, CA	X		X	offset printing clerical drafting welding machine shop auto tune up brakes alignment auto body paint diesel electronic assembly TV repair sheet metal	classroom vocational training site	X		X
Refugee Link Program Phoenix, AZ	X		X	electronics	classroom vocational training site	X		X
Refugee Manpower and Employment Services Program Tampa, FL	X		X	cookie packing mixing plant maintenance metal security curtain air plane hanger door	workplace classroom	X		X
ABE/ESL Program San Diego Community College District San Diego, CA	X		X	nurse assistant auto trader home business auto trades farming gardening/landscaping janitorial sewing/retailing	classroom workplace vocational training site	X	X	X

CHART 2

*provides VESL for these specific training areas, may or may not provide technical skills training in the areas.


X
VII/VIII
V
I/II
IX
III/IV
VI
ORR
FL.

ORR Regions

PROGRAM NAME: ABE/ESL Program
Continuing Education Center

X General
___ Cluster
X Occupation Specific

ADDRESS: San Diego Community College District
5350 University Avenue
San Diego, CA 92105

CONTACT: Autumn Keltner

PHONE: (619) 230-2144

HISTORY AND GOALS

Goals: Established based upon the following student needs:
1) To function effectively in an urban environment in the United States.
2) To be successful in vocational skills training or employment.
3) To continue their education.

EMPLOYMENT AND TRAINING AREAS

General VESL
Auto Trades
Janitorial
Sewing/Retail
Nurse Assistant
Farming
Gardening/Landscaping
Electronics Assembly

ORGANIZATION

Number of Students: 5,000 over all of the programs

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Afghan, Rumanian, Russian, Polish, Ethiopian, Czech, and others.

Program Size: 200 part-time instructional staff

Funding Source: Federal Refugee Social Service Funds, administered by State of California Department of Social Services

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, counseling

Job Placement Rate: N/A

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

In-service training based upon staff needs; at least one activity a month, usually on instructors' own time.

STAFF TIME ALLOWED FOR:

Materials development

MATERIALS DEVELOPED AND DISSEMINATED

Program Design
Course of study outlines
Texts and audio visual materials for general/survival ESL

INSTRUCTIONAL PROGRAM

Student Assessment: Kearny Oral Interview
California Adult Student Assessment System (CASAS) Prevocational Listening and Reading Tests
Prevocational competency checklist

Cultural Orientation: Ongoing in English and native language

Student Grouping: Employment status, type of employment, language level

Setting: Classroom, workplace, vocational training site

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
- Job placement
- Employment counseling
- Mental health counseling
- Child care
- Health services

Private-Sector Involvement: Community needs assessment, Vocational Advisory Committee

VELT RESOURCE PROGRAMS

PROGRAM NAME: Adult Basic Education

ADDRESS: Austin Community College
Austin, TX 78712

CONTACT: Billy Chambers, Coordinator

PHONE: (512) 495-7532

X General

____ Cluster

X Occupation Specific

HISTORY AND GOALS

Adult Basic Education at worksite funded 1982.

Goals determined by employers, staff development officer and the ABE Coordinator.

EMPLOYMENT AND TRAINING AREAS

Electronics
Maintenance
General VESL

ORGANIZATION

Number of Students: Minimum of 10 students per class

Population Served: Hispanic, Vietnamese, Cambodian, Lao

Program Size: 1 instructor per class
1 ABE Coordinator

Funding Source: U.S. Department of Education

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: None

Job Placement Rate: Students are already employed

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Carried on at worksite through meeting with employers' staff development officer, supervisory staff, observing employees orientation and activities on the job.

STAFF TIME ALLOWED FOR:

Materials development
Observation of worksite
Employer needs assessment
Employer evaluation

MATERIALS DEVELOPED AND DISSEMINATED

ABE in Industry Handbook
Slide/Tape Presentation - ABE in the Workplace

INSTRUCTIONAL PROGRAM

Student Assessment: Mattran Interview
Teacher-made tests

Cultural Orientation: No

Student Groupings: Type of employment
Language level

Setting: Workplace

Open/Entry/Exit: Instruction is for specified period.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services: Not applicable

Private Sector Involvement: Employers help formulate curriculum and evaluation, provide classroom space and teachers' salaries

PROGRAM NAME: Bilingual Air Conditioning and Refrigeration Program

ADDRESS: Houston Community College
2720 Leeland Street
Houston, TX 77003

CONTACT: Robert Foreman

PHONE: (713) 237-1041 Ext. 72

_______ General

_______ Cluster

___X___ Occupation Specific

HISTORY AND GOALS

Funded in 1980

Goals: To bring trainees to a high enough level so that they can work and communicate effectively at an English-speaking work site

EMPLOYMENT AND TRAINING AREAS

Air Conditioning
Refrigeration repair

ORGANIZATION

Number of Students: 135

Population Served: Hispanic

Program Size: 6 full-time instructors
2 full-time counselors
1 part-time support person

Funding Source: Houston Community College

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job Placement

Job Placement Rate: 87%

Average Student Salary at Placement: $8.00

STAFF DEVELOPMENT ACTIVITIES

In-service training and attendance at U.S. Department of Education workshops and seminars.

STAFF TIME ALLOWED FOR:

Observation and planning with vocational teachers
Observation of a variety of worksites
Employer needs assessment
10 hrs./weekly for Materials Development

MATERIALS DEVELOPED AND DISSEMINATED

In developmental stage

INSTRUCTIONAL PROGRAM

Student Assessment: Bilingual Vocational Training Oral Proficiency Test
Maculaitis Assessment Program

Cultural Orientation: Ongoing; bilingual

Student Grouping: Competency-based program design

Setting: Vocational Training Site

Open/Entry/Exit: Sixteen-week instructional periods.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job Placement
Employment counseling

Private Sector Involvement: Advisory Panel
Donation of equipment and trainers' time from private companies

VELT RESOURCE PROGRAMS

PROGRAM NAME: Bilingual Skills Training Program

ADDRESS: 3000 Northeast 4th Street
Renton, WA 98056

CONTACT: Ellie Gerston Silverstein

PHONE: (206) 235-2481

_______ General

_______ Cluster

___X___ Occupation Specific

HISTORY AND GOALS

Funded since 1981

Goals: Training and placement for jobs of Limited English Proficient Adults

EMPLOYMENT AND TRAINING AREAS

Electronic assembly
Bilingual teacher aides
Custodial maintenance
Shipping/receiving, warehousing

ORGANIZATION

Number of Students: 115, varies according to training offered

Population Served: All low-income, Limited English Proficient Adults

Program Size: 1 instructor
1 part-time administrator

Funding Source: Commission for Vocational Education, Jobs Training Partnership Act (JTPA), and Federal Targeted Assistance Funds, administered by the State of Washington, Department of Social and Health Services

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Transportation
Child care
Targeted Assistance Program stipend
Job placement

Job Placement Rate: Electronics Assembly, 75%
Bilingual Teacher Aide, 90%

Average Student Salary at Placement: Electronics Assembly, $4.25 per hour
Bilingual Teacher Aide, $8.00 per hour

STAFF DEVELOPMENT ACTIVITIES

In-service training; attendance at workshops by Private Industry Council and school district.

STAFF TIME ALLOWED FOR:

Community Needs Assessment through Advisory Council
Planning with Vocational Instructor

MATERIALS DEVELOPED AND DISSEMINATED

Curriculum and job search materials used in-house. Not yet disseminated.

INSTRUCTIONAL PROGRAM

Student Assessment: Oral interview to assess language level.

Cultural Orientation: For electronics assembly, Ishigara Test for color blindness. Written test if needed (in house).

Setting: ESL CLassroom
Electronics laboratory
Student field work in schools
Custodial maintenance at hospital

Open Entry/Exit: Instruction is provided for a specified period.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services: Counseling provided by Southeast Asian Refugee Federation and Asian Counseling and Referral Service; Local food banks for survival needs.

Private Sector Involvement: Pacific Medical Center provides facility for Custodial Maintenance Program; Job Training Partnership Act Craft Advisory Committees, made up of employers who provide input into program and curriculum.

PROGRAM NAME: Bilingual Vocational English Training Program

ADDRESS: 190 E. 9th Avenue
Denver, CO 80203

CONTACT: Carol Svendsen

PHONE: (303) 832-0941

_______ General

_______ Cluster

___X___ Occupation Specific

HISTORY AND GOALS

Funded 1980

Goals: Train Limited English Proficient (LEP) adults for entry-level jobs in light manufacturing and clerical work. Upgrade LEP employees through worksite VESL.

EMPLOYMENT AND TRAINING AREAS

Electro-mechanical assembly
Data entry/clerical skills
Warehousing

ORGANIZATION

Number of Students: 160

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Afghan, Rumanian, Polish, Ethiopian

Program Size: 160

Funding Source: U.S. Department of Education

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Counseling
Follow up for job related difficulties
Job Placement

Job Placement Rate: 85%

Average Student Salary at Placement: $4.00

STAFF DEVELOPMENT ACTIVITIES

In-service workshops, conference attendance

STAFF TIME ALLOWED FOR:

Materials Development
Worksite visits for determining needs

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Bilingual Vocational Oral Proficiency Test
Competency checklist with industrial supervisor

Cultural Orientation: ongoing

Student Grouping: By company demand - usually language level. Also work experience and educational background considered.

Setting: Worksite

Open/Entry/Exit: Not open entry but are open exit.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Employment counseling
Mental health counseling

Private Sector Involvement: Use company site for vocational training.

PROGRAM NAME: Bilingual Vocational Training Program

ADDRESS: Maricopa Technical College
108 North 40th Street
Phoenix, AZ 85034

CONTACT: Gail Shay

PHONE: (602) 275-8500

______ General

______ Cluster

__X__ Occupation Specific

HISTORY AND GOALS

Funded July 1984

Goals:
1. To establish a bilingual vocational instructional program (for the areas of auto mechanics and home health services)
2. To place graduates of the program in an entry-level job (in auto mechanics or home health services)
3. To develop a model program that can be replicated for other Arizona LEP groups
4. To benefit the community by increasing employability, teaching work skills, and establishing a network of resources.

EMPLOYMENT AND TRAINING AREAS

Auto Mechanics Helper
Home Health Aide

ORGANIZATION

Number of Students: 50

Population Served: Hispanic

Program Size: 7 Instructors (some full-time, some part-time)
3 Support staff

Funding Source: U.S. Department of Education

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Child care at minimal cost through Maricopa Technical College

Job Placement Rate: N/A

Average Student Salary at Placement: $4.00 to $5.50

STAFF DEVELOPMENT ACTIVITIES

In-service training provided by coordinator, by Phoenix area teacher educator program, and attendance at conferences

STAFF TIME ALLOWED FOR:

20 hours a week for materials development
Observation of a variety of worksites
Employer needs assessment
Employer evaluation
Observation of training class
Planning with vocational teachers

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Bilingual Vocational Oral Proficiency Test
Instructor evaluation

Cultural Orientation: Ongoing in native language and English

Student Grouping: Type of employment

Setting: Classroom
Vocational training site

Open/Entry/Exit: No

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment counseling
Child care
Transportation

Private Sector Involvement: Advisory Committee
Job site - site observations and experience provided

VELT RESOURCE PROGRAMS

PROGRAM NAME: Bilingual Vocational Training Programs

X General

X Cluster

X Occupation Specific

ADDRESS: State Department of Education
Box 2219
Hartford, CT 06145

CONTACT: Saul Sibirsky

PHONE: (203) 566-7311

HISTORY AND GOALS

Funded 1978

A statewide system of Bilingual Vocational Training Programs to provide job-specific ESL in the trade area of the particular program according to proficiency required to get a job in the particular occupation.

EMPLOYMENT AND TRAINING AREAS

Machine Shop
Nurse Aide
Clerical
Gas and Oil Heat
Building/Home Maintenance/Repair
Basic Technical Drawing
Pre-Vocational
Allied Health
Mental Retardation Aide
Electronics Assembly
Meter Reading
Food Services

ORGANIZATION

Number of Students: about 460

Population Served: Hispanic, Vietnamese, Cambodian, Lao

Program Size: 75 part-time instructors
25 support staff

Funding Source: U.S. Department of Education

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: None

Job Placement Rate: 80% to 85%

Average Student Salary at Placement: $6-$7 per hour

STAFF DEVELOPMENT ACTIVITIES

In-service training provided by state director of bilingual vocational training programs

STAFF TIME ALLOWED FOR:

Observation of training classes
Planning with vocational teachers
One-and-one half hours weekly for materials development

MATERIALS DEVELOPED AND DISSEMINATED

Numerous materials disseminated through Connecticut State Department of Education, Division of Vocational/Technical Schools, Hartford, Connecticut

INSTRUCTIONAL PROGRAM

Student Assessment: Bilingual Vocational Oral Proficiency Test

Cultural Orientation: Ongoing in native language through a life-coping course

Student Grouping: Employment status, type of employment

Setting: Classroom
Vocational Training Site
Workplace

Open/Entry/Exit: No

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment counseling
Mental health counseling
Child care

Private Sector Involvement: Participates on Private Industry Council (PIC)

PROGRAM NAME: Child Care Aide Training Program

ADDRESS: Southeast Asian Refugee Federation
5623 Ranier Avenue South
Seattle, WA 98118

CONTACT: Sherrie Gratrix

PHONE: (206) 722-8022

_______ General
_______ Cluster
___X___ Occupation Specific

HISTORY AND GOALS

Funded in 1982 under the Bureau of Refugee Assistance, State of Washington

Goals: To train people to work in early childhood education facilities
To aid people to become gainfully employed
To help small business development in home day care

EMPLOYMENT AND TRAINING AREAS

Child care aide training
In home child care small business development

ORGANIZATION

Number of Students: 54 since March 1984; 5 to 10 in each class

Population Served: All refugees

Program Size: 1 full-time coordinator and teacher
1 part-time practicum supervisor
1 part-time job developer

Funding Source: Federal Refugee Targeted Assistance Funds, administered by State of Washington, Department of Social and Health Services; United Way.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement
Child care
Transportation to and from class
Stipend where needed

Job Placement Rate: 70%

Average Student Salary at Placement: $3.75 to $4.00 per hour

STAFF DEVELOPMENT ACTIVITIES

Private Industry Council offers workshops in job development, other workshops relevant to program are sponsored by organizations in the area.

STAFF TIME ALLOWED FOR:

Materials Development
Worksite Observations
Planning with Vocational Instructor

MATERIALS DEVELOPED AND DISSEMINATED

In process of development.

INSTRUCTIONAL PROGRAM

Student Assessment: In house assessment of comprehension and literacy

Cultural Orientation: Ongoing in English

Student Grouping: According to occupational interest

Setting: Classroom
On Site Daycare Practicum

Open Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services: Social Services are provided through Southeast Asian Refugee Federation.

Private Sector Involvement: Day Care Center Practicum: provide teachers as trainers. Assist in curriculum development.

PROGRAM NAME: Chinatown Resource Development Center

ADDRESS: 615 Grant Avenue, 4th Floor
San Francisco, CA 94108

CONTACT: Chin Lein Tsang

PHONE: (415) 391-7583

______ General

__X__ Cluster

__X__ Occupation Specific

HISTORY AND GOALS

Funded 1980 and 1983

Goals: CRDC's program goal is to train disadvantaged, limited English Proficient immigrants and refugees in Pre-Vocational ESL, Occupational Cluster and Occupation-Specific VESL and vocational skills in order to enable the trainees to obtain full-time permanent employment upon completion of training.

EMPLOYMENT AND TRAINING AREAS

Accounting
IBM PC and System 34 Operations
Data Entry
Banking Services
Word Processing
General Office Skills (typing, 10-key, filing)
Building Maintenance
Food Services

ORGANIZATION

Number of Students: 300

Population Served: Vietnamese, Cambodian, Lao, Afghan, Rumanian, Chinese, Ethiopian, Filipino, Russian

Program Size: 10 Instructional staff full time

Funding Source: U.S. Department of Education

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Child care, job placement, transportation, counseling

Job Placement Rate: 92%

Average Student Salary at Placement: $4.75

STAFF DEVELOPMENT ACTIVITIES

Inservice workshops arranged by management either at Chinatown Resources Center or at the worksite.

STAFF TIME ALLOWED FOR:

Total of 170 hours a week for materials development
Observation of training classes
Planning with vocational instructors
Worksite visits
Interviews with training sites and industries

MATERIALS DEVELOPED AND DISSEMINATED

Publication of vocational ESL textbook series, English That Works
Publication of California Cultural Awareness Resource Guide
Publication of California VESL Resource Directory developed and published ICB-VESL, Cycle I and II

INSTRUCTIONAL PROGRAM

Assessment and Evaluation: Structured Test of English Language (STEL)-Intermediate and Listening Conprehension
Picture Test
Typing Test
Competency Checklist

Cultural Orientation: Ongoing in English

Student Grouping: Students grouped by ESL level during first six weeks, which is general VESL. During second and third six weeks, they are grouped by career interest as well.

Setting: Classroom
Vocational training site

Open/Entry/Exit: Open exit only for employment

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Child care

Private Sector Involvement: Job placement
Advisory Council
Private sector training

16

VELT RESOURCE PROGRAMS

PROGRAM NAME: Chinese/English/Korean Vocational Training Program Chinatown Manpower Project, Inc.

ADDRESS: 70 Mulberry Street
New York, NY 10013

CONTACT: Shirly Yu

PHONE: (212) 964-7719

______ General

______ Cluster

__X__ Occupation Specific

HISTORY AND GOALS

Funded 1981.

Goal: To provide marketable skills and adequate business communication training to Chinese or Korean-speaking immigrants and refugees, and to place them in entry-level clerical positions upon completion of training.

EMPLOYMENT AND TRAINING AREAS

Clerical

ORGANIZATION

Number of Students: 80

Population Served: Chinese, Korean

Program Size: 6 full-time instructors
2 full-time support
2 part-time support

Funding Source: U.S. Department of Education

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, counseling.

Job Placement Rate: 92.3%

Average Student Salary at Placement: $5.00

STAFF DEVELOPMENT ACTIVITIES

Local conferences and workshops

STAFF TIME ALLOWED FOR:

Three and one-half hours daily for material development
Observation of training classes
Planning with vocational teachers
Visitation of worksites for determining needs
Employer needs assessment and evaluation

MATERIALS DEVELOPED AND DISSEMINATED

Chinese/English vocational vocabulary glossary
Sample of joint lesson plan

INSTRUCTIONAL PROGRAM

Student Assessment: Bilingual Vocational Oral Proficiency Test
Pre- and post tests during training cycle
Teacher-made tests
Student case conferences, 3x per cycle

Cultural Orientation: Ongoing in English and native language

Student Grouping: Native language background

Setting: Vocational training site

Open/Entry/Exit: Instruction provided for specified training period

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment counseling
Mental health counseling
Child care

Private Sector Involvement: Employer planning and evaluation

VELT RESOURCE PROGRAMS

PROGRAM NAME: Elgin YWCA Refugee Project

X General

Cluster

X Occupation Specific

ADDRESS: Elgin YWCA
220 E. Chicago Street
Elgin, IL 60120

CONTACT: Joan Berna

PHONE: (312) 742-7930

HISTORY AND GOALS

Funded 1979

Goals: Provide education and training that will

1. Promote client self-sufficiency
2. Coordinate and cooperate with other agencies to avoid duplication
3. Respond to refugee needs
4. Reflect actual and potential area employment opportunities
5. Operate in realistic short-term time frame
6. Be an integral part of other Elgin YWCA refugee services

EMPLOYMENT AND TRAINING AREAS

Data Entry Operator VESL
Cosmetology VESL
Welding VESL
Housekeeping Vocational Training VESL
General VESL

ORGANIZATION

Number of Students: 350 per year (total programs)

Population Served: Vietnamese, Cambodian, Lao, Assyrian, Afghan

Program Size: 7 part-time instructors
4 bilingual training aides
1 full-time coordinator

Funding Source: Federal Refugee Social Service Funds, administered by the State of Illinois, Department of Public Aid.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Child Care
Transportation from YWCA to training sites
Job Placement
Counseling

Job Placement Rate: 27 per month

Average Student Salary at Placement: $4.00 per hour

STAFF DEVELOPMENT ACTIVITIES

Local in-service activities, participation in workshops held by professional organizations, on-going consultation between teachers and coordinators.

STAFF TIME ALLOWED FOR:

Full-time staff are provided time for observation of training classes, planning with vocational teachers, and visitation of worksites.

MATERIALS DEVELOPED AND DISSEMINATED

Data Entry Operator VESL Guide
VESL Welding Materials
Job Clubs Guide

INSTRUCTIONAL PROGRAM

Student Assessment: Teacher-made training area specific tests
Student performance evaluation

Cultural Orientation: Ongoing in both English and native language

Student Grouping: Grouped by type of training, skill area

Setting: Classroom
Vocational training site

Open/Entry/Exit: Yes, General VESL
No, Occupation-Specific VESL

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Mental Health Counseling
Health Services
Legal Services

Private Sector Involvement: Advisory Council made up of eight business men and women who provide guidelines in selecting vocational training areas.

VELT RESOURCE PROGRAMS

PROGRAM NAME: English As A Second Language, Skills Center

☒ General
☐ Cluster
☒ Occupational Specific

ADDRESS: 431 S. 600 E.
Salt Lake City, UT 84102

CONTACT: John Latkiewicz

PHONE: (801) 531-9310, X336

HISTORY AND GOALS

Funded since September 1984

Goals: (1) to provide enough basic English instruction to enable a student to succeed in a non-ESL vocational class, e.g., Electronic Test Technician, Auto Mechanics.

(2) to provide enough pre-vocational ESL to enable a student to attain a job, retain that job, and advance in that job.

EMPLOYMENT AND TRAINING AREAS

General ESL with vocational emphasis
Electronics Assembly
Power Sewing
Other Vocational Skills as needed

ORGANIZATION

Number of Students: 140 students at any given time

Population served: Hispanic, Vietnamese, Cambodian, Lao, Afghan, Rumanian, Pole, Czech, Iranian, Russian, Chinese, Korean, Tongan

Program Size: 7 instructors
4 support staff

Funding Source: Federal Refugee Social Service Funds, administered by the State of Utah, Department of Social Services

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, counseling, job seeking skills

Job Placement Rate: N/A

Average Student Salary at Placement: $4.75

STAFF DEVELOPMENT ACTIVITIES

Attend local workshops and have in-service training and planning as needed.

STAFF TIME ALLOWED FOR:

Observation of training classes
Planning with vocational teachers
Visitation of worksites for determining employer needs assessment

MATERIALS DEVELOPED AND DISSEMINATED

Career Explorations: Trade and Industries
VESL for Electronics Assembly
1981 - Survival and Pre-vocational Core Curriculum
Health Occupations

INSTRUCTIONAL PROGRAM

Student Assessment: Self-developed test based on Basic English Skills Test
A variety of basic skills, career interest inventories and vocational aptitude tests are also used
Competency checklist

Cultural Orientation: Only as it occurs in the course of VESL/ESL instruction

Student Grouping: Language level

Setting: Classroom and vocational training site

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment counseling
Close linkage with vocational programs at Salt Lake Skills Center

Private Sector Involvement: Input in program planning

VELT RESOURCE PROGRAMS

PROGRAM NAME: F.A.C.I.L.E. Project

ADDRESS: 1090 N.E., 79th Street, Room 200
Miami, FL 33138

CONTACT: Dianna Grubenhoff

PHONE: (305) 758-3071

_____ General
__X__ Cluster
__X__ Occupation Specific

HISTORY AND GOALS

November, 1983

EMPLOYMENT AND TRAINING AREAS

Hotel Industry:

- Individual Departments (Occupation Specific):
  - Housekeeping, engineering, food and beverage
- Multiple Departments (Cluster):
  - Housekeeping, laundry, engineering, landscaping, food and beverage (kitchen, banquet services), valet parking, lobby porters, information desk

ORGANIZATION

Number of Students: 100-200

Population Served: Hispanic, Haitian

Program Size: 5-10 part-time instructors
1 full-time director
1-4 additional part-time consultants
1 part-time support staff

Funding Source: The Ford Foundation

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: None

Job Placement Rate: Students are already employed.

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Periodic workshops led by consultants. Informal individualized TA by consultant or program staff.

STAFF TIME ALLOWED FOR:

Material development, 15 to 20 hours weekly
Visitation of work sites
Interviews with industry staff training site

MATERIALS DEVELOPED AND DISSEMINATED

In process

INSTRUCTIONAL PROGRAM

Student Assessment: All instruments developed by program

- informal conversation (oral interview)
- pre-test
- function checklists by lesson
- post-test

Cultural Orientation: Included in lessons

Student Grouping: Language level
Hotel Department (for single department classes)

Setting: Workplace, training room or hotel room

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Teachers provided by County Adult Education/ESL Program

Private Sector Involvement: Provides training site
Participates in program planning

VELT RESOURCE PROGRAMS

PROGRAM NAME: Indochinese Vocational ESL Program

ADDRESS: Champaign County Opportunities
Industrialization Center
202 West Columbia
Champaign, IL 61820

CONTACT: Barbara Maggs

PHONE: (217) 352-2522

__X__ General

_____ Cluster

__X__ Occupation Specific

HISTORY AND GOALS

Funded 1979

Goals: To provide students with comprehensive English Skills needed to gain and retain a job and to advance on the job.

EMPLOYMENT AND TRAINING AREAS

General VESL
VESL for Vocational Sewing

ORGANIZATION

Number of Students: 18 students in each class

Population Served: Vietnamese, Cambodian, Lao, Rumanian, Ethiopian, Polish.

Program Size: 4 part-time instructors
2 part-time support staff
Funding Source: Federal Refugee Social Services Funds administered by the State of Illinois, Department of Public Aid

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job Placement, Transportation, Counseling, Follow-up on job services.

Job Placement Rate: 2 per month

Average Student Salary at Placement: $3.50 to $4.00

STAFF DEVELOPMENT ACTIVITIES

Include orientation for new VESL staff, peer advising, in-service workshops, area conferences.

STAFF TIME ALLOWED FOR:

Visitation of worksites to determine needs
ESL teacher provides vocational training

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: John Test, English Placement Test, interview, program - developed proficiency test, reading and dictation if necessary.

Cultural Orientation: Ongoing in English and native language.

Student Grouping: Type of employment
Language level

Setting: Classroom, vocational training site

Open/Entry/Exit: Yes

NETWORKING/LINKAGE

Linkage With Other Agencies for the Following Services:
Child care
Assistance of local MAA for various social services

Private Sector Involvement: On-the-job training

VELT RESOURCE PROGRAMS

PROGRAM NAME: International Institute of Metropolitan St. Louis

ADDRESS: 3800 Park Avenue
St. Louis, MO 63110

CONTACT: Margaret Silver

PHONE: (314) 773-9090

_______ General

_______ Cluster

___X___ Occupation Specific

HISTORY AND GOALS

Funded since 1978

Goals: (1) to provide students with means (linguistic, cultural, prevocational and vocational, if needed) to achieve self-sufficiency; and

(2) to maintain liaison with other departments at the agency and around the city to maximize our effectiveness with the first goal.

EMPLOYMENT AND TRAINING AREAS

Sewing
Food preparation
Hotel housekeeping

ORGANIZATION

Number of Students: 200-300

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Afghan, Rumanian, Polish, E. European, Ethiopian, Botswanan, Mozambiquan, Angolan

Agency staff: 35

Program Size: 12 instructional slots, all part-time

Funding Source: Federal Refugee Social Service Funds administered by the State of Missouri, Division of Family Services.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Limited child care, transportation, job placement, employment and mental health counseling

Job Placement Rate: 80% of new arrivals placed within 6 months

Average Student Salary at Placement: $3.35

STAFF DEVELOPMENT ACTIVITIES

Weekly staff meetings, training of new teachers, to acquaint them with new developments in field

STAFF TIME ALLOWED FOR:

Limited time for observation of worksites
Employer needs assessment
Employer evaluation
Limited time for materials development

MATERIALS DEVELOPED AND DISSEMINATED

Orientation to St. Louis
Basic Literacy Materials
Audio-Motor Script
Program Curriculum
Job Readiness Program (in 5 languages)
Test of Communicative Competence
Literacy Test

INSTRUCTIONAL PROGRAM

Student Assessment: Structured Test of English Language (STEL)
Audio-Motor Script
Competency checklists
Locally developed test (Silver)

Cultural Orientation: Limited time only

Student Grouping: Occupation Specific VESL students by type of employment
General VESL students by language level

Setting: Classroom, vocational training site

Open Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Sergvices:
Job placement*
Employment counseling*
Mental health counseling*
Child care*

Private Sector Involvement: Job placement activities

*International Institute also provides these services.

PROGRAM NAME: LaPuente Valley Adult Schools/
Refugee Project

ADDRESS: 15381 E. Proctor Avenue
City of Industry, CA 91745

CONTACT: Linda West

PHONE: (818) 968-4638, 961-1073

X General

___ Cluster

X Occupation Specific

HISTORY AND GOALS

Funded since September 1976

Goals:
1. Survival employment ESL -- to develop the client's competency in eight areas related to employability and success in vocational training.
2. Occupation-specific VESL -- meet the language needs of clients enrolled in vocational training programs so the LEP student completes the vocational course and is prepared for successful employment.

EMPLOYMENT AND TRAINING AREAS

General VESL
Occupation Specific: Auto body and fender, auto mechanics, business, cosmetology, machine shop, nurse assistant, electronics and welding.
Also available: Brake and front end, dog grooming, upholstery
Work Experience: Custodial, groundskeeping

ORGANIZATION

Number of Students: 453 a year

Population Served: Hispanic, Vietnamese, Lao, Cambodian, Afghan, Rumanian, Ethiopian, Polish, Iranian, Mien

Program Size: 6 full-time instructors
10 support staff

Funding Source: Federal Refugee Social Services Funds administered by the State of California, Department of Social Services.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Child care, transporation, job preparation, job placement, counseling.

Job Placement Rate: 82%

Average Student Salary at Placement: $4.83 per hour

STAFF DEVELOPMENT ACTIVITIES

New teachers receive extensive orientation to VESL and the vocations from the VESL Curriculum Specialist. Class observations and assistance with VESL teaching techniques and class management are done as needed. New techniques and materials are shared by memo and staff meetings with all teachers. Outside experts are invited to give workshops on relevant topics. Staff attends professional conferences (TESOL, CATESOL, CCAE, CBAE, CASAS)

STAFF TIME ALLOWED FOR:

Materials Development, 15% time; 50% time during development
Observation of a variety of worksites
Employer evaluation (advisory council, training facility tours)
Observation of training classes
Planning with vocational teachers

MATERIALS DEVELOPED AND DISSEMINATED

Occupation-specific VESL texts published by Alemany Press;
TELE-VESL -- Business Telephone Usage, Vocational ESL -- Welding

Occupation-specific modules on a limited field test basis in auto mechanics, nurse assistant, business, upholstery, auto body

INSTRUCTIONAL PROGRAM

Assessment and Evaluation: No standardized test, use oral interview
Reading comprehension based on specific vocational test if needed for training success
Math skills tested if needed for training

Cultural Orientation: Ongoing in English and native language

Student Grouping: Type of employment
Educational background for General VESL

Setting: Classroom
Work experience site
Vocational training site

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement,
Employment
Counseling
Mental health counseling,
Child care

(Most of the above are provided at program.)

Private Sector Involvement: Advisory Council

VELT RESOURCE PROGRAMS

PROGRAM NAME: Literacy 85 (Job-Related ESL Project)

______ General

___X___ Cluster

______ Occupation Specific

ADDRESS: 1080 University Avenue
St. Paul, MN 55104

CONTACT: Margaret Wilke
On-Site VESL Coordinator

PHONE: (612) 644-9978

HISTORY AND GOALS

First Job-Related ESL Program funded May, 1983

Goals:

Employees will:

1. Develop communication skills to function and advance on the job at Control Data Corporation.
2. Develop communication skills and cross-cultural understanding needed to function at meetings and company functions.
3. Develop communication skills, confidence, and motivation to pursue advanced educational opportunities.

EMPLOYMENT AND TRAINING AREAS

Several occupations being held currently by immigrant/refugee employers at Control Data, including computer board assembly, engineering, and computer technician.

ORGANIZATION

Number of Students: 55-80 enrolled at any one time

Population Served: Vietnamese, Cambodian, Lao, Russian, Korean,
Japanese, Chinese, Hmong, Indian, Thai, Mexican

Program Size: 5 part-time instructors at Control Data Corporation
2 support staff

Funding Source: Private firm

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: None

Job Placement Rate: All are employed by Control Data Corporation

Average Student Salary at Placement: Varies

STAFF DEVELOPMENT ACTIVITIES

In-service teacher training provided.

STAFF TIME ALLOWED FOR:

Materials Development
Curriculum Development
Pre-Program Training in Designing
Job-Related Competencies
Planning with Work Supervisors
Planning with Literacy 85 Coordinator
Site Visits

MATERIALS DEVELOPED AND DISSEMINATED

<ins>ESL/Employment Survey</ins> - Job-Related Problems Identified by Employers of Indochinese
<ins>English at Work</ins> - A Descriptive Guide to Developing an Employment-Specific Curriculum
<ins>Control Data ESL Program Description</ins> (available July, 1985)

INSTRUCTIONAL PROGRAM

Student Assessment: Initial Student Assessment - Informal interview and student information sheets

Ongoing Course Evaluation (quarterly) - Competency pre- and post- tests; instructor and supervisor evaluation of students (written and oral)

Post-testing: Adult Basic Learning Program Examination (ABLE) - Oral interviews with students; oral interview/written checklist for supervisors; overall program report; Illyian oral interview

Cultural Orientation: Ongoing in English

Student Grouping: Education background
Language level
Job type and shift

Setting: Worksite Classroom (the classroom is at the worksite)

Open/Entry/Exit: No

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services: Other local ESL programs provide instruction

Private Sector Involvement: Funded by the employer of participating students (Control Data Corporation)

PROGRAM NAME: Long Beach City College Refugee Program

ADDRESS: 1305 E. Pacific Coast Highway
Long Beach, CA 90806

CONTACT: Jim Martois

PHONE: (213) 599-1576

X General

X Cluster

X Occupation Specific

HISTORY AND GOALS

Funded in 1979

Goals: To help refugees achieve an adequate ESL level which allows them to be employed and become self-sufficient.

EMPLOYMENT AND TRAINING AREAS

General VESL
Nursing assistant
General clerical
Custodial grounds maintenance

ORGANIZATION

Number of Students: General VESL - 2,000
Cluster VESL, work experience - 300
Nursing Assistant - 60

Population Served: Vietnamese, Cambodian, Lao, Afghan, Rumanian, Polish, Cuban

Program Size: 14 full-time instructors
17 support staff

Funding Source: Federal Refugee Social Services Funds administered by the State of California, Department of Social Services.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Child care, job placement, transportation, counseling

Job Placement Rate: 300 placements per year, 35% of intake

Average Student Salary at Placement: $4.00

STAFF DEVELOPMENT ACTIVITIES

Weekly meetings, two full-day staff retreats, orientation meetings each session

STAFF TIME ALLOWED FOR:

20 hours weekly for materials development
Time provided for planning with vocational teachers
Observation of training classes.
Interviews with vocational programs and industry

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: In-house designed test, counseling assessment.

Cultural Orientation: Ongoing in English

Student Grouping: General VESL by language levels
Work experience by type of employment

Setting: Classroom

Open/Entry/Exit: Instruction provided for specified period.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Health screening

Private Sector Involvement: None

18

VELT RESOURCE PROGRAMS

PROGRAM NAME: Middlesex County Indochinese Refugee Job Training Program

ADDRESS: New Superior Court House
E. Cambridge, MA 02141

CONTACT: Loren McGrail

PHONE: (617) 494-4102

_____ General

_____ Cluster

__X__ Occupation Specific

HISTORY AND GOALS

Funded February 1984

Goals:
1. To get refugees off welfare and into the job market.
2. To work with people who are under-employed.
3. To place 48 refugees in jobs.

EMPLOYMENT AND TRAINING AREAS

Electronic Assembly

ORGANIZATION

Number of Students: 45

Population Served: All refugees

Program Size:
- 1 full-time program director (job development)
- 1 full-time ESL Coordinator and Instructor
- 1 part-time support staff
- 1 part-time resource developer (recruitment and job development)

Funding Source: Federal Refugee Targeted Assistance Funds administered by the State of Massachusetts, Department of Public Welfare.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, career counseling

Job Placement Rate: 100%

Average Student Salary at Placement: $4.60

STAFF DEVELOPMENT ACTIVITIES

Attendance at conferences. Attend workshops at Chinatown Civic Association and activities related to Asian Community.

STAFF TIME ALLOWED FOR:

Community Needs Assessment
Materials Development
Worksite Observations

MATERIALS DEVELOPED AND DISSEMINATED

Values Clarification Materials
Exercises for working with problems at worksite

INSTRUCTIONAL PROGRAM

Student Assessment: Basic English Skills Test
Informal oral test that includes following instructions, personal information

Cultural Orientation: Ongoing in English

Student Grouping: Language level for ESL

Setting: Worksite - 12 weeks, inlcuding 2 hours daily VESL instruction
Classroom - 8 weeks

Open Entry/Exit: Instruction provided for specified period.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Social services
Housing
Mental Health Counseling

Private Sector Involvement: Provide a conference room at the worksite.

VELT RESOURCE PROGRAMS

PROGRAM NAME: Mobile County Public Schools
ESL Refugee Program

X General

___ Cluster

___ Occupation Specific

ADDRESS: P.O. Box 1327
Mobile, AL 36633

CONTACT: Henrietta Powell

PHONE: (205) 690-8217

HISTORY AND GOALS

Funded since 1981

Goals: To provide survival and general pre-employment ESL based on student needs, aspirations, and level of proficiency

EMPLOYMENT AND TRAINING AREAS

General VESL

ORGANIZATION

Number of Students: 100 to 150

Population Served: Vietnamese, Cambodian, Lao, Rumanian, Ethiopian, Cuban, Haitian

Program Size: 7 part-time instructors
3 support staff

Funding Source: Federal Refugee Social Service Funds administered by the State of Alabama, Bureau of Social Services.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Transportation, counseling

Job Placement Rate: N/A

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Conducted locally at least twice monthly; also periodic attendance at state, regional activities.

STAFF TIME ALLOWED FOR:

Observation of a variety of worksites
Employer needs assessment
Employer evaluation

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: ESL placement test developed by Center for Applied Linguistics
locally designed placement test
Teacher-made test and competency checklist

Cultural Orientation: Yes, ongoing in English and native language

Student Grouping: Language level

Setting: Classroom

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment counseling
Mental health counseling
Department of Pension and Security

Private Sector Involvement: Site visits

VELT RESOURCE PROGRAMS

PROGRAM NAME: Northern Virginia Manpower Services

X General
X Cluster
X Occupation Specific

ADDRESS: 6131 Willston Drive
Falls Church, VA 22204

CONTACT: Suzanne Manzo

PHONE: (703) 536-2040

HISTORY AND GOALS

Funded since 1983

Goals: Occupation-specific, competency-based VESL instruction
Increased job retention rates for refugee employees
Increased employment and advancement
Reduced welfare dependency among refugees

EMPLOYMENT AND TRAINING AREAS

Hotel (housekeeping, food service, laundry)
Electronics (printed circuit boards)

ORGANIZATION

Number of Students: 120 (VESL only)

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Afghan

Program Size: 2 full-time instructors

Funding Source: Federal Refugee Targeted Assistance Funds administered by the State of Virginia Department of Social Services

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, counseling, employer intervention, interpreting.

Job Placement Rate: 81%

Average Student Salary at Placement: $4.50

STAFF DEVELOPMENT ACTIVITIES

None

STAFF TIME ALLOWED FOR:

20 hours/week materials development
Time provided for observation, site visits, interviews with training sites and industries
Conduct employer needs assessment and evaluation

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Basic English Skills Test
Bilingual Vocational Oral Proficiency Test
In-house test based on competencies
Pre/Post employer surveys

Cultural Orientation: English and native language for a limited time

Student Grouping: Vocational area and language level

Setting: Classroom
Workplace

Open/Entry/Exit: Instruction provided for specified period.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement,
Employment counseling
Mental health counseling
Child care

Private Sector Involvement: None

VELT RESOURCE PROGRAMS

PROGRAM NAME: Project Work English
Northwest Educational Cooperative

ADDRESS: 500 South Dwyer
Arlington Heights, IL 60005

CONTACT: Linda Mrowicki

PHONE: (321) 870-4166

__X__ General

__X__ Cluster

__X__ Occupation Specific

HISTORY AND GOALS

Funded July 1984

Goals: To plan and operate an employment-related instructional program for refugees in Cook County, which will enable them to find and retain employment.

EMPLOYMENT AND TRAINING AREAS

General VESL
Housekeeping/Janitorial Cluster
Food Service Cluster
Carpentry

ORGANIZATION

Number of Students: 300 per year

Population Served: Vietnamese, Cambodian, Lao, Assyrian, Afghan, Rumanian, Ethiopian

Program Size: 5 full-time instructors
1 half-time support person
1 half-time administrator

Funding Source: Federal Refugee Social Service Funds administered by State of Illinois, Department of Public Aid.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Support services provided by linkage with other agencies.

Job Placement Rate: Students are referred to other projects.

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Preservice, cultural orientation, textbook and curriculum orientation, orientation to employment-related instruction, worksite visits, training in administering Basic English Skills Test
In-Service teaching techniques and methodology

STAFF TIME ALLOWED FOR:

Observation of worksites
Employer needs
Assessment and evaluation
Materials development

MATERIALS DEVELOPED AND DISSEMINATED

Work English Curriculum, Work English Employment Survey - Results to be disseminated by June 30, 1985.

INSTRUCTIONAL PROGRAM

Student Assessment: Basic English Skills Test (BEST) CORE
Work English-developed test
Achievement tests and Competency Checklists

Cultural Orientation: Ongoing English

Student Grouping: Language ability

Setting: Classroom

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job Placement
Employment counseling
Transportation
Job Clubs/Workshops

Private Sector Involvement: Program planning and evaluation

VELT RESOURCE PROGRAMS

PROGRAM NAME: RCA Service Company-Clerical Skills for Refugees

ADDRESS: 221 W. 41st Street, 7th Floor
New York, N.Y. 10036

CONTACT: Bruce Owens

PHONE: (212) 398-8985

_______ General

_______ Cluster

___X___ Occupation Specific

HISTORY AND GOALS

Funded 1984

Goals: To train refugees for and place them in entry-level clerical skills positions in the private sector.

EMPLOYMENT AND TRAINING AREAS

Clerical skills

ORGANIZATION

Number of Students: 50 to 70

Population Served: Vietnamese, Cambodian, Lao, Afghan, Rumanian, Polish, Ethiopian, Russian.

Program Size: 1 full-time instructor
1 counselor
1 job developer

Funding Source: Private Sector

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement
Counseling

Job Placement Rate: 70%

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Allowed time to attend conferences and workshops.

STAFF TIME ALLOWED FOR:

Materials development
Observation of training classes
Planning with vocational teachers
Visitation of worksites for determining needs

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Adapted "John" test, Test of Adult Basic Education (TABE), employability interview, successful completion of clerical training and work experience, job placement.

Cultural Orientation: Ongoing

Student Grouping: Type of employment, language level
Training is adapted to each group's strengths and weaknesses.

Setting: Classroom, work experience site

Open/Entry/Exit: Instruction provided for a specified period.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Mental health counseling
Child care
Housing
Legal aid
GED, etc.

Private Sector Involvement: Employer evaluation

VELT RESOURCE PROGRAMS

PROGRAM NAME: Refugee Education and Employment Program (REEP)

__X__ General

_____ Cluster

__X__ Occupation Specific

ADDRESS: 1610 Wilson Boulevard
Arlington, VA 22209

CONTACT: Inaam Mansoor

PHONE: (703) 276-8145

HISTORY AND GOALS

Funded since 1976

Goals: Consistent with their aptitudes, interests and educational needs, limited English speakers in Arlington will:

1. Become aware of employment and self-employment opportunities and requirements.
2. Acquire the language and pre-employment competencies needed for entry-level employment.
3. Acquire the competencies and the language needed for consumer use of goods and services, for home and family living and for personal needs.

EMPLOYMENT AND TRAINING AREAS

General VESL
Work lab
Occupation-Specific: Short-term classes in child care, cleaning services, mailroom clerking

ORGANIZATION

Number of Students: 700

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Afghan, Rumanian, Ethiopian

Program Size: 13 part-time instructors
11 support staff

Funding Source: Federal Refugee Social Services Funds administered by the State of Virginia, Department of Social Services

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, vocational training, transportation to job interviews, counseling

Job Placement Rate: 200 to 300 a year

Average Student Salary at Placement: $4.53

STAFF DEVELOPMENT ACTIVITIES

Inservice training, twice/instructional cycle and biweekly teachers meetings.

STAFF TIME ALLOWED FOR:

Materials Development
Observation of training classes
Planning with vocational teachers
Visiting worksites

MATERIALS DEVELOPED AND DISSEMINATED

The REEP Curriculum
The Revised REEP Curriculum
Competency-based Education Workshops in CBE/ESL
VESL Instruction for Income Generating Strategies

INSTRUCTIONAL PROGRAM

Student Assessment: Basic English Skills Test
REEP Placement Test

Cultural Orientation: In native language, limited time

Student Grouping: General VESL - by language and educational background. Occupational specific by type of training and to some extent by language level.

Setting: Classroom
Vocational training site
Workplace

Open/Entry/Exit: Modified open entry/open exit.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment and mental health counseling
Central Case Management
Vocational training
Educational Counseling

Private Sector Involvement: VESL programs are developed in private sector firms willing to employ or upgrade refugee employees. The firm pays for instruction.

PROGRAM NAME: Refugee Employment Training Project

ADDRESS: 1646 S. Olive Street, Room 213
Los Angeles, CA 90015

CONTACT: Paul Hamel

PHONE: (213) 742-7015

__X__ General
_____ Cluster
__X__ Occupation Specific

HISTORY AND GOALS

Funded since 1976

Program goals: for April 1, 1983 to June 30, 1985

Provide ESL to 2,240 refugees
Provide vocational training and VESL to 927 refugees
Provide employment-related activities to 608 refugees
Provide pre-employment training to 316 refugees

EMPLOYMENT AND TRAINING AREAS

Provide general VESL and occupation-specific VESL for offset/clerical/accounting/drafting/welding/machine shop/auto tune-up/brakes/alignment/auto body/paint/diesel/electronic assembly/sheet metal/TV repair/major appliance repair.

ORGANIZATION

Number of Students: 2,500

Population Served: Vietnamese, Cambodian, Lao, Assyrian, Afghan, Rumanian, Armenian, Ethiopian, Russian, Polish

Program Size: 15 instructional staff (40% full time, 60% part time)
23 support staff

Funding Source: Federal Refugee Social Services Funds, administered by the State of California, Department of Social Services

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Counseling, job placement, VESL, Pre-employment, Job Search Workshops.
Job Placement Rate: 70% retention rate

Average Student Salary at Placement: $4.50

STAFF DEVELOPMENT ACTIVITIES

VESL instructors are given time to meet and plan with vocational instructors. General VESL instructors work in committees to revise curriculum and develop materials.

STAFF TIME ALLOWED FOR:

Observation of a variety of worksites
Employment need assessment
Employer evaluation
One hour/week for planning with vocational instructors

MATERIALS DEVELOPED AND DISSEMINATED

Flyers, newsletters

INSTRUCTIONAL PROGRAM

Student Assessment: Los Angeles Unified School District Oral Placement Test; Tests, Quizzes, Teacher Evaluation, Competency Checklist, Stanford Standardized Reading Test

Cultural Orientation: English and native language for a limited time

Student Grouping: General VESL by language level; Occupation-Specific by type of employment, pre-employment training by employment status.

Setting: Classroom or Vocational Training Site

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment
Mental health counseling

Private Sector Involvement: Job development activities

VELT RESOURCE PROGRAMS

PROGRAM NAME: Refugee ESL

ADDRESS: International Institute of Boston
287 Commonwealth Avenue
Boston, MA 02115

CONTACT: Joan Penning

PHONE: (617) 536-1081

X General

Cluster

Occupation Specific

HISTORY AND GOALS

Funded in 1976

Goals: Prepare students to seek and retain employment.

EMPLOYMENT AND TRAINING AREAS

General VESL

ORGANIZATION

Number of Students: 200 to 500

Population Served: All refugees

Program Size: 5 part-time instructors
1 full-time coordinator
1 full-time job developer

Funding Source: Federal Refugee Social Services Funds administered by the State of Massachusetts Department of Public Welfare

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Case Management services, job counseling and development, social services based on referrals from case management services, resource room

Job Placement Rate: 90%

Average Student Salary at Placement: $5.00

STAFF DEVELOPMENT ACTIVITIES

Weekly teachers meetings where activities are shared and evaluated, provision for staff to attend local and national conferences, inter-agency sharing, other staff members in agencies.

STAFF TIME ALLOWED FOR:

Materials development
Two worksites visits with class each semester
Employment staff does worksite evaluations

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Native language literacy assessment
In-house English literacy assessment
Written Placement Test
Oral Interview

Cultural Orientation: Ongoing in English

Student Grouping: Language ability and subdivided by ability in different skill areas

Setting: Classroom

Open Entry/Exit: Yes, first 3/4 of the term

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
ESL services to students higher than intermediate level

Private Sector Involvement: Class Worksite visits, Advisory Group

PROGRAM NAME: Refugee ESL
Portland Community College

X General
☐ Cluster
☐ Occupation Specific

ADDRESS: 12000 S.W. 49th Avenue
Portland, OR 97219

CONTACT: Non Soultha, Program
Diedre Cain, Instruction

PHONE: (503) 244-6111, or 293-5132

HISTORY AND GOALS

Funded October 1, 1976

Goals:
(1) early employment for all students;
(2) provide language training to prepare students to find and keep jobs; and
(3) introduce cultural/survival skills to enable students to function in American society, including the workplace.

EMPLOYMENT AND TRAINING AREAS

General VESL

ORGANIZATION

Number of Students: 800 to 900 students

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Hmong, Mien, Afghan, Rumanian, Polish, Ethiopian

Program Size: 2 full-time/13-15 part-time instructors
2 full-time/6 part-time support staff
100 to 150 volunteers provide one on one instruction, classroom aids, mini-class instruction

Funding Source: Federal Refugee Social Services Funds administered by the State of Oregon, Department of Human Resources

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: None

Job Placement Rate: N/A

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Two workshops annually - geared to staff needs and interests.

STAFF TIME ALLOWED FOR:

Materials development

MATERIALS DEVELOPED AND DISSEMINATED

1984 - Volunteer Tutor Manual (Revised)
1983 - English Works Curriculum Guides, Worksheets (4 Levels)
1982 - Curriculum Guide to Pre-Vocational Vocabulary Development (Two Phases)
1981 - Survival and Pre-Vocational Competencies (Sixth Level)

INSTRUCTIONAL PROGRAM

Student Assessment: In-house developed listening test, teacher assessment of content mastery

Cultural Orientation: Ongoing, English

Student Grouping: Language level

Setting: Classroom

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment and mental health counseling
Case management
Interpretation
Economic development

Private Sector Involvement: Strong volunteer program

PROGRAM NAME: Refugee ESL

__X__ General

_____ Cluster

_____ Occupation Specific

ADDRESS: Seattle Central Community College
1701 Broadway
Seattle, WA 98126

CONTACT: Sarah Hogan

PHONE: (206) 587-4142

HISTORY AND GOALS

Funded since 1975

Goals: To provide students with language instruction and cultural information to successfully live and work in the U.S.

EMPLOYMENT AND TRAINING AREAS

General VESL

ORGANIZATION

Number of Students: 350 per quarter

Population Served: Vietnamese, Cambodian, Lao, Mien, Assyrian, Afghan, Ethiopian, Iranian, Polish, Czech.

Program Size: 17 part-time instructors
1 support staff

Funding Source: Federal Refugee Social Service Funds, administered by the State of Washington, Bureau of Social and Health Services

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Counseling, regular college support services

Job Placement Rate: Not available

Average Student Salary at Placement: Not available

STAFF DEVELOPMENT ACTIVITIES

Inservice workshops

STAFF TIME ALLOWED FOR:

No staff time is allotted for materials development.

MATERIALS DEVELOPED AND DISSEMINATED

ESL Idea Book
Contributed to Washington State ESL Master Plan

INSTRUCTIONAL PROGRAM

Student Assessment: Locally developed tests.

Cultural Orientation: In native language

Student Grouping: Educational background and language level.

Setting: Classroom

Open/Entry/Exit: Yes

NETWORKING/LINKAGE

Linkage With Other Agencies for the Following Services:
Job Placement
Employment and mental health counseling

Private Sector Involvement: None

VELT RESOURCE PROGRAMS

PROGRAM NAME: Refugee LINK Program

ADDRESS: 525 North 7th Street
Building A, Room 14
Phoenix, AZ 85006

CONTACT: Nancy Meyers

PHONE: (602) 257-2900, 257-2901

☒ General
☐ Cluster
☒ Occupation Specific

HISTORY AND GOALS

Funded 1977

Goals:
1. To prepare adult refugees for self-sufficiency in social as well as economic matters.
2. To provide instruction in surivival and pre-vocational English.

EMPLOYMENT AND TRAINING AREAS

General VESL

Recently funded for occupation specific electronics

ORGANIZATION

Number of Students: 360

Population Served: Vietnamese, Cambodian, Lao, Afghan, Rumanian, Polish, Czech, Ethiopian

Program Size: 8 part time instructors
6 volunteer instructors
3 support staff

Funding Source: Federal Refugee Social Services Funds, administered by the State of Arizona, Department of Economic Security.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: None

Job Placement Rate: N/A

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Saturday workshops; rap sessions with volunteers.

STAFF TIME ALLOWED FOR:

Staff time provided for Materials Development

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Adapted Basic English Skills Test
Oral Placement Test

Cultural Orientation: Ongoing in both English and native language

Student Grouping: Language level
Occupation

Setting: Classroom
Vocational training site

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
- Job placement
- Employment counseling
- Health counseling

Private Sector Involvement: None

VELT RESOURCE PROGRAMS

PROGRAM NAME: Refugee Manpower and Employment Services Program

ADDRESS: Lutheran Ministries of Florida
4525 S. Manhattan Avenue
Tampa, FL 33611

CONTACT: Bill Fanning or Judy Langelier

PHONE: (813) 831-4449

__X__ General
_____ Cluster
__X__ Occupation Specific

HISTORY AND GOALS

Funded since October 1980

Goals: VELT goals are same as employment goals: to enable clients to become self-sufficient through job counseling, development, placement, pre-employment orientation; pre-employment, job maintenance and job site English Skills Training

EMPLOYMENT AND TRAINING AREAS

General VESL

Occupation Specific for: Cookie packing, mixing and plant maintenance
Metal security curtain and airplane hanger door
Construction/assembly

ORGANIZATION

Number of Students: 389

Population Served: Vietnamese, Cambodian, Lao, Assyrian, Afghan, Rumanian, East European, Ethiopian

Program Size: 2 full-time instructional staff
10 employment services staff

Funding Source: Federal Refugee Social Services Funds, administered by the State of Florida, Department of Health and Rehabilitative Services.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided:
Child Care
Transportation
Employment Services
Job Placement
Interpreter Services
Related Social Services

Job Placement Rate: 30 per month

Average Student Salary at Placement: $4.05 per hour

STAFF DEVELOPMENT ACTIVITIES

Experienced staff. Attend local and national conferences.

STAFF TIME ALLOWED FOR:

10 hours weekly for Materials Development
Visitation of worksites for determining needs

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Basic English Skills Test
Competency Checklist
Oral Interview

Cultural Orientation: Ongoing English and limited time in native language

Student Grouping: Employment status for occupation specific, language level for general VESL (pre-employment/job maintenance)

Setting: Workplace
Classroom

Open/Entry/Exit: Yes, for general VESL
No, for job-site programs

NETWORKING AND LINKAGE

Linkages With Other Agencies for the Following Services:
Referral to vocational schools

Private Sector Involvement: Provide training site, assist in planning

PROGRAM NAME: Refugee Office Skills Training Program

_______ General

__X__ Cluster

_______ Occupation Specific

ADDRESS: Chinese American Civic Association
90 Tyler Street
Boston, MA 02111

Contact: Cindy Gimbert

PHONE: (617) 426-9492

HISTORY AND GOALS

Funded 1982 as joint pilot project between Honeywell, Inc. and Chinese American Civic Association. Currently Targeted Assistance Program.

Goals: To train refugees in office skills, including office-oriented, ESL, typing, use of calculator, word processing

To prepare trained refugees to retain jobs in clerical fields

EMPLOYMENT AND TRAINING AREAS

Clerical and office skills

ORGANIZATION

Number of Students: About 11 or 12 students for each 6-month cycle

Population Served: All refugees

Program Size: 1 quarter-time director
1 full-time office skills/ESL Instructor
1 half-time guidance counselor

Funding Source: Federal Targeted Assistance Funds, administered by the State of Massachusetts, Department of Public Welfare

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Child care
Immigration
Housing
Counseling
Job Placement

Job Placement Rate: 20 out of 22 students have been placed

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Interagency workshops for teachers every six weeks.

STAFF TIME ALLOWED FOR:

Materials development, one and one quarter hours per day
Planning with Vocational Instructor

MATERIALS DEVELOPED AND DISSEMINATED

In-house use only

INSTRUCTIONAL PROGRAM

Student Assessment:
- Structured Test of English Language (STEL)
- Writing sample and interview
- Basic English Skills Literacy Test (BEST)
- Test of Adult Basic Education (TABE) for Mathematics
- Clerical Skills Test
- Video Tape of Student in Job Interview (part of program exit criteria)
- Clerical Skills -- Typing and Office Procedures
- In-house ESL Posttest

Cultural Orientation: Ongoing in English

Student Grouping: By occupation

Setting: Classroom
Vocational training site

Open Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
- Job placement
- Some testing
- MAA advisory meetings
- ESL staff development

Private Sector Involvement: Honeywell, Inc. donated equipment. In pilot program, word processing was provided at Honeywell.

VELT RESOURCE PROGRAMS

PROGRAM NAME: Refugee Social Services Program of Catholic Social Services

ADDRESS: 5716 5th Avenue, North
St. Petersburg, FL 33710

CONTACT: John Meros, Jackie Baker

PHONE: (813) 381-1159

_______ General

_______ Cluster

__X__ Occupation Specific

HISTORY AND GOALS

Funded 1980

Goals: Refugee employees:

1. Will have better communication skills
2. Will become more acculturated
3. Will be prepared for opportunities for advancement
4. Will be more effective as employees

EMPLOYMENT AND TRAINING AREAS

Job Site VESL: Light Industry/Food Processing

ORGANIZATION

Number of Students: 70-90, 1985

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Rumanian, Polish, Czech, Iranian, Ethiopian

Program Size: 2 instructional staff, 11 agency support staff

Funding Source: Federal Refugee Social Services Funds administered by the State of Florida, Department of Health and Rehabilitative Services

PROGRAM/STUDENT SUPPORT SERVICES

Support Provided: Child care, transportation, job placement, counseling by referral to other parts of the agency

Job Placement Rate: 40-50 per month

Average Student Salary at Placement: $4.51 per hour

STAFF DEVELOPMENT ACTIVITIES

Workshops and VESL Journal articles

STAFF TIME ALLOWED FOR:

20 hrs./week for materials review and revision
Visits to related programs
Presenting at conferences
Staff planning with vocational teachers
Visitation of worksites for determining needs

MATERIALS DEVELOPED AND DISSEMINATED

Job Development Strategies and Methodology for Service Providers
Job Site English materials
Competency-Based Core Curriculum Outline for Job Site English

INSTRUCTIONAL PROGRAM

Student Assessment: Pre and Post overall examination
Competency checklist

Cultural Orientation: Ongoing in English and native language

Student Grouping: Employment status

Setting: Worksite or vocational training site

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Mental health counseling
Skills and training

Private Sector Involvement: Coordinate with private sector regarding curriculum and instruction. Private sector provides space, assistance from line supervisor, and in some cases company time.

VELT RESOURCE PROGRAMS

PROGRAM NAME: Rio Salado/SER ESL

ADDRESS: 5256 Grand Avenue
Glendale, AZ 85301

CONTACT: Phillip Gibbs

PHONE: (602) 934-3231

_X_ General

___ Cluster

___ Occupation Specific

HISTORY AND GOALS

Funded 1982

Goals: To develop in clients appropriate English Skills for vocational placement and advancement

EMPLOYMENT AND TRAINING AREAS

General VESL

ORGANIZATION

Number of Students: 53

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Rumanian, Afghan, open to all

Program Size: 1 full time instructor, 2 support staff

Funding Source: State of Arizona, Job Training Partnership Act (JTPA) Funds

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, transportation, counseling, financial assistance

Job Placement Rate: 75%

Average Student Salary at Placement: $4.51 per hour

STAFF DEVELOPMENT ACTIVITIES

Time and money to attend outside conferences, in-house workshops.

STAFF TIME ALLOWED FOR:

Job market needs assessment
Job developers conduct employer needs assessment
Worksite evaluations

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: In-house instrument

Cultural Orientation: No

Student Grouping: Multi-level classes

Setting: Classroom

Open/Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
- Job placement
- Employment counseling
- Mental health counseling
- Financial assistance

Private Sector Involvement: JTPA Program

PROGRAM NAME: Targeted Assistance for Refugees Program

ADDRESS: Associated Catholic Charities
1231 Prytania Street
New Orleans, LA 70130

CONTACT: Tom Trinh, Program Director
Lia Kushnir, ESL Coordinator

PHONE: (504) 523-3755

X General

X Cluster

X Occupation Specific

HISTORY AND GOALS

Funded July 1984, Agency has history of ESL Services.

Goals: To provide the limited English speaking adult with cultural and language skills necessary to satisfactorily find and keep a job

EMPLOYMENT/TRAINING AREAS

General VESL
Factory Occupations
Job Specific VESL

ORGANIZATION

Number of Students: 93

Population Served: Vietnamese, Cambodian, Lao, Assyrian, Afghan, Ethiopian, Russian, Polish, (majority Vietnamese).

Program Size: 1 full-time instructor
2-3 part-time instructors
3 support staff
1 program director

Funding Source: Federal Targeted Assistance Funds, administered by the State of Louisiana, Department of Health and Human Services.

PROGRAM/STUDENT SUPPORT SERVICES

Support Provided: Job placement
Job counseling
Social adjustment counseling

Job Placement Rate: 4 OJT placements per month

Average Student Salary at Placement: $5.45

STAFF DEVELOPMENT ACTIVITIES

In-house training, for staff development at weekly coordination meetings, professional workshops.

STAFF TIME ALLOWED FOR:

Materials development
Observation of worksites
Employer needs assessment

MATERIALS DEVELOPED AND DISSEMINATED

Class activity sheets, to be disseminated by Refugee Materials Center.

INSTRUCTIONAL PROGRAM

Student Assessment: Basic English skills
Oral assessment similar to that described in Jupp's book, Industrial English.
Competency checklist.

Cultural Orientation: Ongoing in English and native language.

Student Grouping: Employment status type of employment.

Setting: Worksite and vocational training site

Open/Entry/Exit: Yes

NETWORKING/LINKAGE

Linkage With Other Agencies for the Following Services:
Job Placement
Employment and mental health counseling.
Competency-based ESL

Private Sector Involvement: Job market analysis.
Community planning meetings

VELT RESOURCE PROGRAMS

PROGRAM NAME: Vocational English for Refugees

______ General

X Cluster

X Occupation Specific

ADDRESS: Department of Adult Education
12518 Greenly Drive
Silver Springs, MD 20906

CONTACT: Betty Daudu

PHONE: (301) 942-8304

HISTORY AND GOALS

Funded March 1984, but part of ongoing LEP Adult English Program

Goals: To prepare unemployed refugees with limited English for gainful employment by giving them the opportunity to learn tasks and communication skills necessary to succeed in entry-level jobs in specific vocational fields.

EMPLOYMENT AND TRAINING AREAS

Hotel housekeeping
Cleaning services
Building services
Electronics assembly
Food services

ORGANIZATION

Number of Students: 100

Population Served: Hispanic, Vietnamese, Cambodian, Lao, Rumanian, Iranian, Polish

Program Size: 4 part-time instructors
3 support staff

Funding Source: Federal Refugee Social Services Funds administered by the State of Maryland, Department of Human Resources.

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: None

Job Placement Rate: None

Average Student Salary at Placement: N/A

STAFF DEVELOPMENT ACTIVITIES

Site visits with employers
Planning with vocational instructor for co-teaching

STAFF TIME ALLOWED FOR:

Quarterly in-service staff development days

MATERIALS DEVELOPED AND DISSEMINATED

None

INSTRUCTIONAL PROGRAM

Student Assessment: Oral interview and ten-question written assessment
Color coding and hand-eye coordination for electronics assembly
Competency checklist
Teacher developed tests

Cultural Orientation: Ongoing in English

Student Grouping: Type of employment

Setting: Classroom
Work experience site
Vocational training site

Open/Entry/Exit: Instruction provided for specified period.

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment counseling

Private Sector Involvement: None

PROGRAM NAME: YMCA ELESAR Project

ADDRESS: 215 W. 23rd Street
New York, NY 10011

CONTACT: Sheila Getzen

PHONE: (212) 255-4200

X General

X Cluster

X Occupation Specific

HISTORY AND GOALS

Funded since 1979

Goals: Each program has specific demonstrable goals which relate to students' "next step," "middle step," and "final career goals" and must be completed before receiving certificate of completion of ELESAR Project job-related programs. VESL goals are specific to skills to be acquired during the program and are individualized.

EMPLOYMENT AND TRAINING AREAS

General VESL
Clerical Skills (typing, bookkeeping, etc.)
Technical Skills (computer, engineering, drafting, etc.)
Building Superintendent

ORGANIZATION

Number of Students: 700

Population Served: Hispanic, Vietnamese, Cambodian, Afghan, Rumanian, Polish, Chinese, and other groups

Program Size: 16 full-time teachers
4 support staff

Funding Source: Federal Refugee Social Service Funds administered by the State of New York, Office of Refugee Services, Job Training Partnership Act (JTPA), New York State Department of Education

PROGRAM AND STUDENT SUPPORT SERVICES

Support Provided: Job placement, transportation, counseling

Job Placement Rate: No funding for placement, but companies approach them and employ about 75 students a year.

Average Student Salary at Placement: $4.75

STAFF DEVELOPMENT ACTIVITIES

Orientation on how to relate to specific needs of job-related VESL. Ongoing guidance in adapting students' English and vocational skill needs. Interstaff communication for planning purposes. Also given time for conference attendance.

STAFF TIME ALLOWED FOR:

Observation of a variety of worksites
Employer needs assessment
Materials development, 20 hours per week

MATERIALS DEVELOPED AND DISSEMINATED

In-house only

INSTRUCTIONAL PROGRAM

Student Assessment: John Test (spoken English)
California Achievement Test (reading and math)
Informal teacher and counselor assessment
Competency checklist

Cultural Orientation: Ongoing in English

Student Grouping: Type of employment
Educational background
Language level

Setting: Classroom

Open Entry/Exit: Yes

NETWORKING AND LINKAGE

Linkage With Other Agencies for the Following Services:
Job placement
Employment counseling
Mental health counseling

Private Sector Involvement: Planning and evaluation

APPENDIX A.2: VELT RESOURCES - PEOPLE

This section identifies resource people available for VELT technical assistance to funding agencies, VELT administrators, and practitioners in the areas of: RFP design and proposal evaluation, program planning and evaluation, curriculum development, teacher training and cultural awareness training. The chart below provides an overview of this section and reference guide.

CHART B: USER'S GUIDE

IN THIS SECTION YOU WILL FIND:	TO HELP YOU:
Charts identifying resource people by ORR Region and ORR, Florida.	identify resource people in each region.
Descriptions of each resource people including experience, content area of expertise and contact information.	identify resource people that you want to contact for further information.

The resource people can be contacted by phone or mail for technical assistance in the areas needed. VELT program staff may also consider having consultations with the resource people in an area of their expertise; visiting the resource person's site to observe program activities, or arranging workshops, presentations or conferences. Although the resource people are listed by ORR regions and ORR Florida, it is important to note that for program design purposes, it is possible to contact people in other regions. In the event one is designing a Cluster or Occupation-Specific VELT program, one can contact a resource person who is not necessarily experienced in the particular vocational area. The experience with the type of VELT, not necessarily the occupation(s), e.g., welding, is important in designing a program.

As with the resource programs, the user may wish to prepare a list of general questions to ask before contacting the resource people for assistance. To facilitate planning the initial contact, some general questions are listed on the following pages.

QUESTIONS TO ASK VELT RESOURCE PEOPLE

NOTES

GENERAL QUESTIONS:

1. Are you available for consultations/ workshops in the area of ________?
2. When would you be available?
3. How much time would be needed?
4. Is there any fee?
5. Can you perform a specific task for us (e.g., needs assessment)? If not, can you present a workshop showing us how to do it?
6. Could you review our program activities and/or accomplishments?

QUESTIONS ABOUT RFP DESIGN AND PROPOSAL EVALUATION:

A. Regarding RFP's you have written:

1. What was your specific role in writing the RFP?
2. What kind of planning is conducted prior to writing the RFPs, e.g., needs assessment conducted, seek input from provider, etc.?
3. Who was the target audience (refugees, immigrants, etc.) to be served?
4. For what types of services was the RFP written?
5. If VELT related, what was the funding level and funding period?

B. Regarding proposals you have evaluated:

1. How was the evaluation conducted? (One person? A committee? A point system?)
2. What are the key factors that determine whether the proposal was funded?

QUESTIONS TO ASK VELT RESOURCE PEOPLE (continued)

NOTES

QUESTIONS ABOUT PROGRAM PLANNING, IMPLEMENTING AND EVALUATING:

1. What types of programs have you planned?

   What were the goals?

   What were the specific outcomes?

   What was the structure?

2. What types of programs did you evaluate?

   What was your role?

   What were your activities?

3. What types of programs did you evaluate?

   What was your role?

   What was the process?

   What was the purpose of the evaluation?

QUESTIONS ABOUT CURRICULUM DEVELOPMENT:

1. What types of curriculum did you develop?
2. What was your role in the development?
3. What process did you use?
4. What was the content?
5. How was the curriculum used?

QUESTIONS ABOUT TEACHER TRAINING:

1. On what topics have you given workshops?
2. Who was the audience of the workshops? (VESL instructors, bilingual staff, volunteers, aides)

QUESTIONS TO ASK VELT RESOURCE PEOPLE (continued)

NOTES

3. Can you assist in determining the training areas that address the needs of our staff?

4. What were the outcomes of your training?

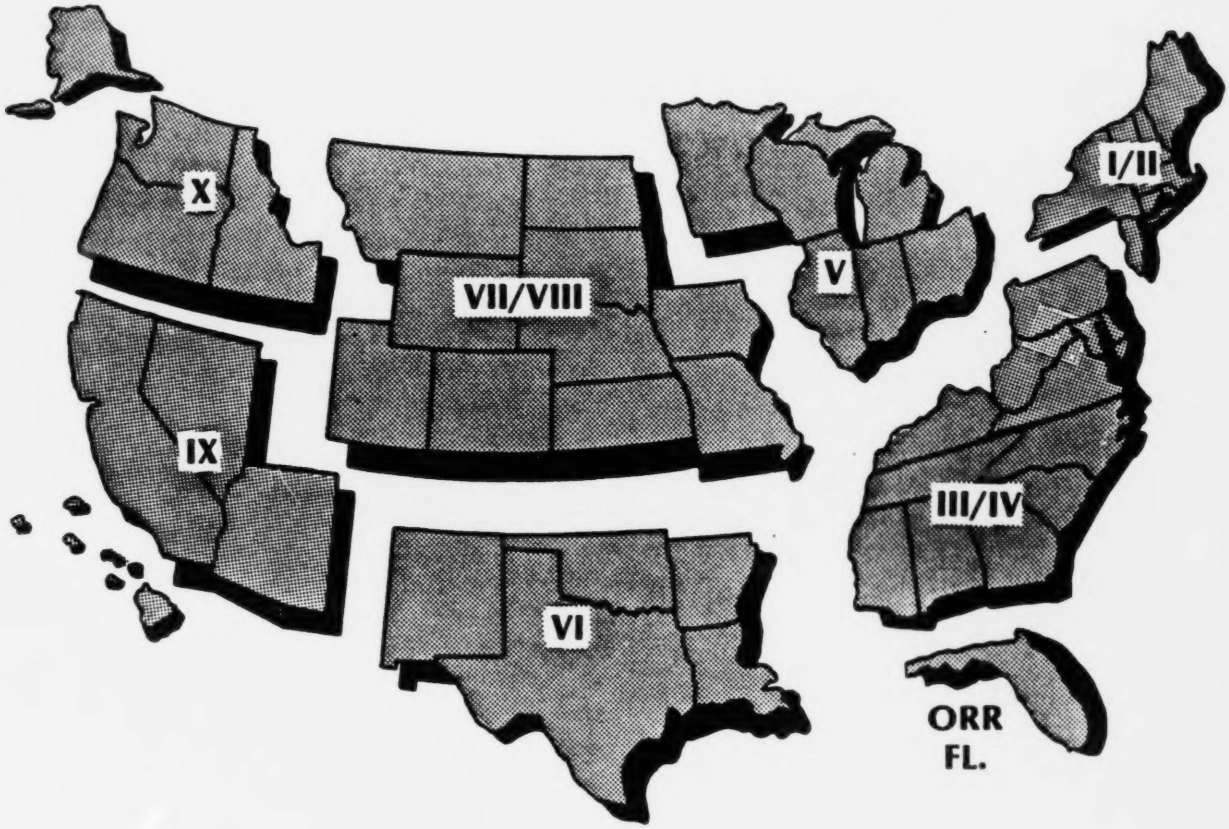
QUESTIONS ABOUT CULTURAL AWARENESS TRAINING:

1. On what topics have you given workshops?

2. Who was the audience of the workshops? (Staff, students, employers, employees)

3. What were the goals of the training?

4. What were the outcomes?


X
VII/VIII
V
I/II
IX
III/IV
VI
ORR
FL.

ORR Regions

RESOURCE PEOPLE BY ORR REGION AND SERVICE AREA

SERVICE AREA	REGION I/II	REGION III/IV	ORR FLORIDA	REGION V	REGION VI	REGION VII/VIII	REGION IX	REGION X
RFP DESIGN OR PROPOSAL EVALUATION	Joann LaPerla New Jersey Saul Sibirsky Connecticut Maryse Roumain New York	Truong Ngoc Phuong Pennsylvania Vilay Chaleunrath Washington, DC	Anne Lomperis More Florida	Linda Mrowicki Illinois Ngoan Thi Le Illinois Tipawan Reed Illinois	Pat DeHesus Texas		Autumn Keltner California Jim Martois California Paul Hamel California Eugene Long California	Julia Gage Washington Suzanne Griffin Washington Joyce Wilson Oregon
PROGRAM PLANNING, IMPLEMENTATION EVALUATION	Jane Grover New Hampshire Sheila Getzen New York Marlene Sholod New York Joanne LaPerla New Jersey Cynthia Gimbert Massachusetts Anne Kaufman Massachusetts Saul Sibirsky Connecticut Elizabeth Tannenbaum Vermont	Inaam Mansoor Virginia Lisa Kupetsky Virginia Truong Ngoc Phuong Pennsylvania Vilay Chaleunrath Washington DC Kathleen Quinby N. Carolina	Joan Friedenberg Florida Anne Lomperis More Florida Marie Levy Florida	Linda Mrowicki Illinois Jenise Rowekamp Wisconsin Minnesota Tipawan Reed Illinois	Robert Foreman Texas Pat DeHesus Texas Adrianna Barrera Texas Lia Kushnir Louisiana	John Latkiewicz Utah Margaret Silver Missouri Carol Svendsen Colorado	Mary Hertert California Autumn Keltner California Jim Martois California Paul Hamel California Nick Kremer California David Hemphill California K. Lynn Savage California Philip Phung San Diego Eugene Long California	Julia Gage Washington Suzanne Griffin Washington Joyce Wilson Oregon

CHART 3

RESOURCE PEOPLE BY ORR REGION AND SERVICE AREA

SERVICE AREA	REGION I/II	REGION III/IV	ORR FLORIDA	REGION V	REGION VI	REGION VII/VIII	REGION IX	REGION X
CURRICULUM DEVELOPMENT	Sheila Getzen New York Marlene Sholod New York Joann LaPerla New Jersey Cynthia Gimbert Massachusetts Anne Kaufman Massachusetts Elizabeth Tannenbaum Vermont	Inaam Mansoor Virginia Lisa Kupetsky Virginia Carol Van Duzer Virginia Vilay Chaleunrath Washington, DC Kathleen Quinby N. Carolina	Joan Friedenberg Florida Anne Lomperis More Florida Marie Levy Florida	Catherine Robinson Minnesota Jenise Rowekamp Wisconsin Minnesota	Robert Foreman Texas Lia Kushnir Louisiana	John Latkiewicz Utah Margaret Silver Missouri Carol Svendsen Colorado Gregory Randall Fox Colorado Alida Lea Franco Colorado	Linda West California Autumn Keltner California Jim Martois California Gail Shay Arizona Nick Kremer California Nancy Siefer Arizona David Hemphill California Carolyn Keith Arizona Paul Hamel California K. Lynn Savage California Eugene Long California	Julia Gage Washington Diedre Cain Oregon Suzanne Griffin Washington Joyce Wilson Oregon

CHART 3

RESOURCE PEOPLE BY ORR REGION AND SERVICE AREA

SERVICE AREA	REGION I/II	REGION III/IV	ORR FLORIDA	REGION V	REGION VI	REGION VII/VIII	REGION IX	REGION X
TEACHER TRAINING	Sheila Getzen New York Cynthia Gimbert Massachusetts Joann LaPerla New Jersey Anne Kaufman Massachusetts Saul Sibirsky Connecticut Elizabeth Tannenbaum Vermont	Inaam Mansoor Virginia Carol Van Duzer Virginia Kathleen Quinby N. Carolina Tipawan Reed Illinois	Joan Friedenberg Florida Anne Lomperis More Florida	Linda Mrowicki Illinois Jenise Rowekamp Wisconsin Minnesota Luann Lamp Illinois	Robert Foreman Texas Pat DeJesus Texas	Margaret Silver Missouri Carol Svendsen Colorado	Linda West California Autumn Keltner California Jim Martois California Nick Kremer California Nancy Seifer Arizona David Hemphill California K. Lynn Savage California Paul Hamel California Eugene Tong California	Julia Gage Washington Diedre Cain Oregon Suzanne Griffin Washington Joyce Wilson Oregon
CULTURAL AWARENESS	Maryse Roumain New York Habib Hosseiny New Jersey	Le Xuan Khoa Washington DC Truong Ngoc Phuong Pennsylvania Saly Chittavoravong Virginia Kathleen Quinby N. Carolina	Cao Anh Quan Florida Marie Levy Florida	Tipawan Reed Illinois Ngoan Thi Le Illinois Jenise Rowekamp Minnesota Wisconsin			David Hemphill California Mary Hertert California Jim Martois California Philip Phung California Cam Van Pham California	Henry Masami Takahashi Washington Suzanne Griffin Washington

CHART 3

VELT RESOURCE PEOPLE

NAME: Adriana Barrera*

TITLE: Project Coordinator

EMPLOYER: Austin Community College

ADDRESS: P.O. Box 2285
Austin, TX 78768

PHONE: (512) 495-7633

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

___ CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish

EXPERIENCE:

Project Director, Adult Education in the Workplace; 1983-Present.

Coordinator/Evaluator, Adult Basic Skills Industry, Austin Community College; 1982.

PROPOSAL WRITING:

Texas Funding Agency for Adult Education in the Workplace, Counseling and Referral Techniques Workshop, and Collaborative Model for Delivery of Services between CBO and LEA; 1983 and 1984.

CONSULTING:

Adult Education Programs in Texas. Focus: Issues concerning establishment of worksite programs; 1983-Present.

*See Resource Programs, Adult Basic Education, Austin, TX

VELT RESOURCE PEOPLE

NAME: Diedre Cain*

TITLE: ESL Instructor

EMPLOYER: Portland Community College

ADDRESS: 12000 S.W. 49th Avenue
Portland, OR 97219

PHONE: (503) 293-5132 (work)
(503) 281-3542 (home)

___ RFP DESIGN/PROPOSAL EVALUATION
___ PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None spoken fluently

EXPERIENCE:

Instructor, Refugee ESL, Portland Community College; 1978-Present.

MATERIALS DEVELOPED:

Curriculum Guide to Pre-Vocational Vocabulary Aural Comprehension Approach (Vocabulary Development), part of a team

Survival and Pre-Vocational Core Curriculum, part of a team

Survival and Pre-Vocational Competencies and Worksheets, part of a team

English Works Curriculum Guide, editor

English Works Worksheets, editor

PRESENTATIONS:

Regional TESOL Conferences, Pre-Vocational Vocabulary Development; 1982-1983.

Staff Development Workshops For:

Portland Area Voluntary Agencies Consortium, Portland Community College on:
- Literacy
- Pre-Vocational ESL
- Cultural/Survival Skills
- Communication Skills for Case Managers
- Role of Bilingual Assistants

*See Resource Programs, Refugee ESL, Portland Community College

VELT RESOURCE PEOPLE

NAME: Quan Anh Cao

TITLE: Program Coordinator

EMPLOYER: University of Miami Lau Center

ADDRESS: P.O. Box 248065
Coral Gables, Florida

PHONE: (305) 284-6501

___ RFP DESIGN/PROPOSAL EVALUATION
___ PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Vietnamese (native language), French

EXPERIENCE:

Program Coordinator, University of Miami Lau Center, responsible for coordination and technical assistance to local and state education agencies in Region IV and Florida; 1982-Present.

Senior Associate, Smith, Cao, and Associates, designed and conducted training in cross-cultural understanding economic and organizational development, and refugee resettlement; 1982-Present.

CONSULTING:

Cross-Cultural Training for: Lakeview Associates, Office of Refugee Resettlement, Regions IV, VII, VIII, cross-cultural counseling; 1982-Present.

South Atlantic Bilingual Education Service Center, Florida International University.

Intercultural Development and Research Associates, San Antonio, Texas.

Hill, Burnett and Van Wicklin Associates.

VELT RESOURCE PEOPLE

NAME: Vilay Chaleunrath

TITLE: Executive Director

EMPLOYER: Indochinese Community Center

ADDRESS: 1628 16th Street, N.W.
Washington, D.C. 20009

PHONE: (202) 462-4330

X RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Lao (Native Language), Thai, French

EXPERIENCE:

Program Administrator, Refugee Employment in Janitorial Services, Washington, D.C.; 1983.

Project Director, Vocationally Oriented ESL and Job Placement, Washington, D.C.; 1982.

Program Planning and Evaluation for VESL and Janitorial Training.

PROPOSAL WRITING:

District of Columbia Department of Employment Services; Office of Refugee Resettlement, Washington, D.C.; Meyer and Cafritz Foundations; ACTION; 1983-1984.

PROPOSAL EVALUATION:

Maryland Office of Refugee Affairs, Employment-Related Programs; June, 1983.

CONSULTING:

Office of Refugee Resettlement, Washington, D.C.; Center for Applied Linguistics; Maryland.

Office of Refugee Affairs, District of Columbia Department of Human Services, in employment-related projects for refugees.

Farm Project Consultant/Administrator, Maryland; 1984-1985.

PUBLICATIONS:

Indochinese Resettlement in the Metropolitan Washington Area.

VELT RESOURCE PEOPLE

NAME: Saly Chittavoravong

TITLE: International Radio Broadcaster

EMPLOYER: Voice of America

ADDRESS: (Home) 5569 Caithness Court
Fairfax, VA 22032

PHONE: (703) 250-4474

☐ RFP DESIGN/PROPOSAL EVALUATION
☐ PROGRAM PLANNING/EVALUATION
☐ CURRICULUM DEVELOPMENT
☐ TEACHER TRAINING
☒ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Lao (native language), Thai, French

EXPERIENCE:

Translator and Broadcaster, Voice of America, Washington, D.C.; 1983-Present.

Language and Culture Specialist - Center for Applied Linguistics, Washington, D.C.; 1981-1982.

Official Interpreter for the Immigration and Naturalization Service, Refugee Section, U.S. Embassy, Bangkok, Thailand; 1979-1980.

Instruction of English as a Second Language, Laos; 1962-1976.

WORKSHOPS:

Cultural Awareness Workshops For:
Office of Education/State Office of Refugee Resettlement - Syracuse, New York, English for Specific Services Workshop, The Cultural Adjustment of Lao Refugees; January, 1981.

Office of Education/State Office of Refugee Resettlement - Kansas City, Missouri, The Cultural Adjustment of Lao Resettlers to the U.S.; 1981 and 1982.

Bilingual Programs in Buffalo, New York and Philadelphia, Pennsylvania on Indochinese Language and Culture, 1981 and 1982.

Murfreesboro, Tennessee, 6 consulting visits including Training Program for Lao parents on cultural, educational, and language difficulties facing their children in schools - Murfreesboro, Tennessee; program on Lao language and culture with an American audience there, and workshop on issues concerning American citizenship with Lao adults.

VELT RESOURCE PEOPLE

NAME: Patricia A. DeHesus

TITLE: Educational Specialist

EMPLOYER: Intercultural Development Research Association

ADDRESS: 5835 Callaghan Road, Suite 350
San Antonio, TX 78228

PHONE: (512) 684-8180

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish

EXPERIENCE:

ESL Coordinator, Adult Education, Warehouse Community College, Aurora, Illinois.

Department Head for ESL, ABE, GED, Adult Secondary Programs, Elgin Community College, Elgin, Illinois; 1979.

RFP WRITING:

Illinois Adult Indochinese Refugee Consortium and Professional Training Center; 1980-1982.

Bilingual Vocational Project, State of Illinois; 1980-1982.

PROPOSAL READING:

Illinois Adult Indochinese Refugee Consortium; 1980-1982.

PRESENTATIONS:

National Adult Basic Education Conference; 1983.

Adult Vocational Association (Special Needs) Conference; 1983.

Presented at colleges in San Antonio and Austin Texas, California and Illinois.

Communication Activities for ESL Students, VESL Materials Development, Teaching Strategies for Working With LEP Students in a Vocational Setting, Adapting Vocational Materials, Bilingual Vocational Training Program Models, Assessment of Limited English Proficient Students, Developing a Support Services System for Bilingual Vocational Training Students.

VELT RESOURCE PEOPLE

NAME: Robert Foreman*

TITLE: Program Director

EMPLOYER: Houston Community College

ADDRESS: 2720 Leeland Street
Houston, TX 77003

PHONE: (713) 237-1040, Ext. 72

___ RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish

EXPERIENCE:

Director, Bilingual Vocational Instructor Program, Houston Community College; 1984-Present.

Program Developer, Bilingual Vocational Training Programs, Houston Community College; 1980-1984.

PROPOSAL WRITING:

Bilingual Vocational Instructor Training Project, U.S. Department of Education; February, 1984.

Bilingual Air Conditioning and Refrigeration Project, U.S. Department of Education; 1981-1984.

CONSULTING:

Assessing Successful Strategies in Bilingual Vocational Instructor Training Projects, Juarez and Associates, Arlington, Virginia; 1983-1984.

Member, Panel of Experts, for project "A Workshop on Instructional Content and Communication In Bilingual Vocational Training," Executive Resource Associates, Arlington, Virginia; 1984.

Pre-service and In-service Bilingual Vocational Instructor Training, Houston Community College; 1984-Present.

Workshops on Bilingual Vocational Training, Microcomputers and Coordination of VESL and Vocational Training in several states; 1984-1985.

*See Resource Programs, Bilingual Air Conditioning and Refrigeration Program, Houston, TX

VELT RESOURCE PEOPLE

NAME: Gregory Randall Fox*

TITLE: Vocational ESL Instructor

EMPLOYER: Bilingual Vocational English Training Program
Metropolitan State College

ADDRESS: 190 East Ninth Avenue, Room 235
Denver, CO 80204

PHONE: (303) 832-0941

☐ RFP DESIGN/PROPOSAL EVALUATION
☐ PROGRAM PLANNING/EVALUATION
☒ CURRICULUM DEVELOPMENT
☐ TEACHER TRAINING
☐ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None

EXPERIENCE:

Vocational ESL Instructor, Bilingual Vocational Education Metropolitan State College, Denver, Colorado; Present.

Training Sepcialist, ESL Instructor, English Language Training Center, Northrop Corporation, Taif, Saudi Arabia; 1980-1984.

PUBLICATIONS:

Reading Course for Supply, a technical reading course for Saudi Air Force Supply Technicians, Peacehawk Program, Northrop Corporation; 1983.

Highly Specialized Terminology Guide for Photo Processing Specialist, a self-study terminology course, Peacehawk Program, 1981.

General Aerospace Vocabulary and Supervisors, a course for Saudi Air Force Personnel; 1984.

*See Resource Programs, Bilingual Vocational English Training Project, Denver, CO

VELT RESOURCE PEOPLE

NAME: Alida Lea Franco*

TITLE: VESL Instructor/Job Trainer

EMPLOYER: Metropolitan State College

ADDRESS: 190 E. Ninth Avenue
Denver, CO 80203

PHONE: (303) 832-0941

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French, Spanish

EXPERIENCE:

Bilingual Vocational Educational Training, VESL Curriculum, Light Manufacturing, Denver, Colorado; 1984-1985.

Resource Dynamics International, Pre-Technical Curriculum for Meteorologists, Madrid, Spain; 1982-1983.

PRESENTATIONS:

Reading Strategies for Technical Reading, Houston, Texas, TESOL; 1984.

An Advanced Technical Writing Course for Foreign Graduate Students, Colorado TESOL; November, 1981.

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*See Resource Programs, Bilingual Vocational Training Program, Denver, CO

VELT RESOURCE PEOPLE

NAME: Joan E. Friedenberg

TITLE: Co-Director, BVIT Program

EMPLOYER: Florida International University

ADDRESS: Tamiami Trail
Miami, FL 33199

PHONE: (305) 554-2002

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish

EXPERIENCE:

Consultant, Program Planning and Evaluation, Broward County Schools, Florida, in VESL and Bilingual Vocational Education; 1981-Present.

Consultant, Curriculum Development, Bilingual Vocational Education Project, VESL/Electronics (Computer-Assisted Instruction), Northwest Educational Cooperative, Illinois; 1984.

Co-Director, Teacher Training, Bilingual Vocational Instructors Training Program, Florida International University, Miami, Florida; 1981-Present.

PUBLICATIONS:

Over forty publications in books and journals, including:

Foundations and Strategies for Bilingual Vocational Education, Harcourt Brace Javonovich; 1982.

Instructional Materials for Bilingual Vocational Education, Harcourt Brace Javonovich; 1984.

The Vocational ESL Handbook, Newbury House; 1984.

Bilingual Vocational Education, The National Center for Research in Vocational Education; 1984.

PRESENTATIONS:

Over fifteen presentations and numerous guest lectureships, including:

TESOL, NABE, AVA Conventions, Broward County, Florida; Dade County Florida; McDowell County, North Carolina, U.S. Department of Education; all on VESL or Bilingual Vocational Education between 1981 and the present.

VELT RESOURCE PEOPLE

NAME: Julia Lakey Gage

TITLE: Educator, Special Needs

EMPLOYER: Peninsula School District

ADDRESS: Route 1, Box 268
Vashon, WA 98070

PHONE: (206) 567-4089 (home)
(206) 857-6171, Ext. 334 (work)

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

American Sign Language, limited Spanish

EXPERIENCE:

Pre-Employment Curriculum Project, Edmonds Community College, Washington; 1979-1980.

VESL Teacher Training Project, Edmond Community College, Washington; 1980-1982.

Electronics Assembly Training for Refugees, Edmonds Community College, Washington; 1980-1981.

Electronics Assembly Training for Handicapped Refugees, Edmond Community College, Washington; 1981.

Volunteer Training Project (VESL Specialist), Tacoma Community House; 1982-1983.

CONSULTING:

Technical assistance on VESL program design, evaluation, curriculum development to programs in Florida, Oregon, California and to the IESL/CO Pre-Employment Program in Southeast Asia.

Developing revision of Pre-Employment Test for use in Southeast Asia as part of a team at the Refugee Services Center, Washington, D.C.; 1984.

Nationwide VESL and ESL in-service presentations at TESOL Affiliate Conferences; 1983-1984.

VESL Curriculum Design, Bangkok, Thailand; 1983.

PUBLICATIONS:

English for Your Job (Pre-Employment Module), Prentice Hall; Fall, 1985.

Tutoring ESL: A Handbook for Volunteers; 1983.

VESL Series: SPI, Washington; 1983.

Numerous journal publications.

VELT RESOURCE PEOPLE

NAME: Sheila V. Getzen

TITLE: Training Instructor

EMPLOYER: RCA Service Company

ADDRESS: 221 W. 41st Street
New York, NY 10036

PHONE: (212) 398-8985

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None

EXPERIENCE:

VESL Resource Advisor, YMCA ELESAR Project; 1982-1985.

Program Design and Coordination Consultant, Nikko Securities, Inc., New York City; January, 1982-Present.

PROPOSAL WRITING:

REAP/DSS Grant, JTPA Basic Skills Grant, MAC Literacy Funding Grant, Targeted Assistance Grant, Instructional Program and Curriculum Design Sections; 1983-1985.

Proposal writing in process for Educational Products for International Marketing via Specialized Programs in English, Citicorp; December, 1984-Present.

CONSULTING:

Project ARI, program level issues and curriculum level issues related to adding VESL component; June 1984.

Federal Employment Guidance Service, VESL Programming; November, 1984.

JTPA Resource Advisor, YMCA ELESAR Project, inservice training in use of VESL materials, and in adaptation of materials from manuals and texts; 1982-Present.

PRESENTATIONS:

Bank Street College/ABE Conference, VESL; March, 1984.

Bank Street College/ABE Conference, Cluster and Occupation-Specific VESL activities; March, 1985.

New York State TESOL - Speaking on the Job with Job Specific Material; October, 1984.

VELT RESOURCE PEOPLE

NAME: Cynthia Gimbert*

TITLE: Educational Director

EMPLOYER: Chinese American Civic Association

ADDRESS: 90 Tyler Street
Boston, MA 02111

PHONE: (617) 426-9492

___ RFP DESIGN/PROPOSAL EVALUATION
_X_ PROGRAM PLANNING/EVALUATION
_X_ CURRICULUM DEVELOPMENT
_X_ TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish, Portuguese, some Mandarin Chinese, French

EXPERIENCE:

Education Director, Chinese American Civic Association; January, 1984-Present.

Program Director, Office Skills Training Program for Refugees, Chinese American Civic Association; 1984-1985.

PROPOSAL WRITING:

Special Project for Indochinese Women.

CURRICULUM DEVELOPMENT:

Office Skills, Machine Tool and Training Program VESL Curriculum, ESL Curriculum for ESL and Employment Services, Refugee Resettlement Program.

*See Resource Programs, Refugee Office Skills Training Program, Boston, MA

VELT RESOURCE PEOPLE

NAME: Suzanne M. Griffin

TITLE: Supervisor, Adult Refugee Project

EMPLOYER: Office of Superintendent of
Public Instruction

ADDRESS: FG-11 Old Capitol Building
Olympia, WA 98504

PHONE: (206) 754-2263

X RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Persian, French, German

EXPERIENCE:

Supervisor, Adult Refugee Project, Washington States; Current.

Evaluator, TESOL Summer Institute; 1984.

Curriculum Development for Intensive English Program, University of Washington; 1981-1983.

Co-Director of Curriculum Development, University of San Francisco; 1979-1981.

PROPOSAL EVALUATION:

English Language Training for Washington State Commission of Vocational Education and for the Private Industry Council and Bureau of Refugee Affairs; Current.

RFP DESIGN:

Assists in RFP Design for Private Industry Council and Bureau of Refugee Affairs - Current.

CONSULTING:

In-Service training in video production, cross-cultural sensitivity, ESL and VESL teaching skills; 1975-Present.

PUBLICATIONS:

Children of Change (Cross-Cultural Sensitivity); 1983

English Through Drama, Alemany Press; 1980.

Numerous articles and ESL texts, ESL video series.

VELT RESOURCE PEOPLE

NAME: Jane Grover

TITLE: Educational Consultant

EMPLOYER: Research Management Corporation

ADDRESS: 400 Lafayette Road
Hampton, NH 03842

PHONE: (603) 926-8888

___ RFP DESIGN/PROPOSAL EVALUATION

_X_ PROGRAM PLANNING/EVALUATION

___ CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Limited Hindi, Marathi

EXPERIENCE:

Evaluator, Region I/II Refugee Technical Assistance Program; 1983-1984.

Training and Data Collection, The Effects of Pre-Entry Training on the Resettlement of Indochinese Refugees, U.S. Department of State; 1982-1984.

Training and Data Collection, Office of Refugee Resettlement Mainstream English Language Training (MELT) Project; 1983-1984.

Evaluator, Office of Refugee Resettlement Targeted Assistance Grants Program; 1984-Present.

Project Director, Vocational English Language Training (VELT) Resource Project; 1984-1985.

PRESENTATIONS:

Cultural Diversity in the ESL Classroom, National CO-ABE Conference; 1981.

Teaching Stress and Intonation to Adult ESL Students, New England Regional Adult Basic Education Conference; 1982.

Refugee Mainstream English Language Training (MELT) Project Colloquium, TESOL; 1985.

WORKSHOPS:

How to administer the Basic English Skills Test, in Minnesota, Pennsylvania, Massachusetts, Texas and New Hampshire.

Region I Technical Assistance Network Occasional Paper, The Basic English Skills Test; 1984.

Numerous articles in the Northern New England TESOL Journal.

NAME: Paul Hamel*

TITLE: Curriculum Coordinator

EMPLOYER: Training Project, Los Angeles
Unified School District

ADDRESS: 1646 S. Olive Street, Room 216
Los Angeles, CA 90015

PHONE: (213) 742-7015

___ RFP DESIGN/PROPOSAL EVALUATION

_X_ PROGRAM PLANNING/EVALUATION

_X_ CURRICULUM DEVELOPMENT

_X_ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French, Italian, Russian, some Spanish

EXPERIENCE:

Curriculum Coordinator, Intensive ESL Program for Russian Immigrants, Jewish Vocational Service, Los Angeles; 1974-1984.

Curriculum Coordinator, Refugee Employment Training Project, Los Angeles Unified School District; 1984-Present.

PRESENTATIONS:

Technical English for East Europeans; 1979-1981.

VESL Presentations for CETA; 1979-1981.

General Adult ESL, Fairfax Advisory Council; 1982-Present.

More than 20 workshops, demonstrations and inservices in general VESL.

PUBLICATIONS:

Better English Every Day, Holt, Rinehart, Winston; 1984.

Intensive English Language Program for Russian Speakers, Jewish Vocational Services; 1978.

Conversational Survival Skills, Necessary Words to Live By, Picture Cards That Build Stories, Easy Aides Publishing Company; 1980-1982.

*See Resource Programs, Refugee Employment Training Project, Los Angeles, CA

VELT RESOURCE PEOPLE

NAME: David Hemphill

TITLE: Project Director

EMPLOYER: San Francisco State University
Consortium on Employment Commun.

ADDRESS: DIAS, Ed. 221
1600 Holloway Avenue
San Francisco, CA 94132

PHONE: (415) 469-1672

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Japanese, Chinese (Mandarin and Cantonese), Spanish

EXPERIENCE:

Co-Director, Consortium on Employment Communication; 1983-Present.

Panel of Experts, VELT Resource Project; 1984-1985.

Director, Vocational Education for Limited English Proficient; 1983-1984.

Education Director, Chinatown Resources Development Center; 1978-1983.

Director, Cultural Awareness Training Project; 1982.

Director, Vocational ESL Staff Development Project; 1981.

CONSULTING:

Laney College, Oakland, on Proposal Writing, Staff Development, Curriculum Development, Vocational Program for Limited English Speaking; 1984-1985.

Program Evaluation, Institutional Self-Assessment Measure; Adult Basic Education Program, California State Department of Education; 1984-1985.

PRESENTATIONS:

More than 25 workshops at various national and state conferences on vocational training for the limited English proficient and on cultural awareness in Vocational Education; 1979-1985.

VELT RESOURCE PEOPLE

NAME: Mary D. Hertert

TITLE: Program Manager

EMPLOYER: Center for Industrial Communications Training, Santa Clara Adult, Community and Vocational Education

ADDRESS: 1840 Benton Street
Santa Clara, CA 95050

PHONE: (408) 984-6220

___ RFP DESIGN/PROPOSAL EVALUATION
_X_ PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
_X_ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Swedish, Ilocano (Filipino dialect), Tagalog (Filipino dialect)

EXPERIENCE:

Program Manager, Santa Clara Adult Education, Industrial Outreach Program, offering training in intercultural communication, VESL and Vocational Training; 1982-Present.

U.S. Peace Corps, Philippines, Educational Programs; 1978-1980.

Mississippi State University for Women, Columbus, Mississippi, Assistant Director for Office of International Student Affairs; 1975-1980.

Experiment in International Living, Brattleboro, Vermont, Group Leader to Denmark; Summer, 1976.

CONSULTING:

Provides trainers to work in large and small area companies to provide needs assessment, training, evaluation, and follow-up. Includes intercultural communication, VESL, and Vocational Training Programs.

VELT RESOURCE PEOPLE

NAME: Habib Hosseiny

TITLE: ESL Instructor

EMPLOYER: Passaic County College (Passaic, NJ)

ADDRESS: (home) 624 Broad Street
Bloomfield, NJ 07003

PHONE: (207) 748-5511

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

___ CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Persian (native language), beginner level French and Spanish

EXPERIENCE:

ESL Instructor, Passaic County College, Paterson, New Jersey; 1984-Present.

ESL Instructor, ESL Immersion Program, Hudson County College, Jersey City, New Jersey; 1983-1984.

ESL Instructor (Adjunct), Kean College of New Jersey, Union, New Jersey; 1981-Present.

EFL Teacher, Kermansha, Iran; 1962-1978.

Persian Instructor and Cross-Cultural Informant, U.S. Peace Corps., Iran; 1971-1974.

PRESENTATIONS:

Training Workshops for:

Green Acre Bahai School, Eliot, Maine, ESL Teacher Training; 1980-1983.

U.S. Peace Corps., Iran: Cross-Cultural Awareness; 1971-1974.

British Council, Iran: English as a Foreign Language Materials and Methodology; 1972-1977.

VELT RESOURCE PEOPLE

NAME: Anne Kaufman

TITLE: Educational Consultant

EMPLOYER: Self-employed

ADDRESS: 59 Morse Street
Watertown, MA 02172

PHONE: (617) 923-0836

___ RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Nepali, French

EXPERIENCE:

Coordinator, Pre-Employment Orientation and Job Search Program, International Institute of Boston; 1983.

Director, Mainstream English Language Training Project, International Institute of Boston; 1983-1984.

Job-Specific Language Program for Refugees, Van Keuren Company, Watertown, MA; 1982-1983.

VELT Instructor, Indochinese Electronic Assembly Program, Newton High School, Newton, MA; 1982.

Teacher training for the International Institute of Boston; 1983-1984.

U.S. Peace Corps, Nepal; 1980.

VELT RESOURCE PEOPLE

NAME: Carolyn Keith

TITLE: Director, VESL Curriculum Project

EMPLOYER: Arizona Department of Education

ADDRESS: 1833 W. Southern
Mesa, AZ 85202

PHONE: (602) 833-1261, Ext. 390

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

_X_ CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French, German

EXPERIENCE:

VESL Curriculum Project Director, Arizona Department of Education, Mesa Community College; 1984-Present.

PRESENTATIONS:

Regional, State and National Conferences on software demonstration and materials development.

MATERIALS:

Four Computer-Aided Instruction Programs for: Auto Mechanics, Food Service, Computer Literacy, Nursing Assistant, Arizona Department of Education; 1985.

NAME: Autumn Keltner*

TITLE: ABE/ESL Coordinator

EMPLOYER: San Diego Community College District

ADDRESS: 5350 University Avenue
San Diego, CA 92105

PHONE: (619) 230-2144

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None

EXPERIENCE:

ABE/ESL Coordinator, San Diego Community College District; 1975-Present.

Project Director, Occupational Cluster Curriculum Development Project, San Diego Community College District; 1984-1986.

Executive Committee, Consortium for Employment Communication, California Ford Foundation Project; 1983-Present.

Panel of Experts, VELT Resource Project; 1984-1985.

Project Director, Mainstream English Language Training Project, San Diego Community College District; 1983-1984.

PROPOSAL WRITING FOR:

Author of six proposals since 1978 for Refugee, ESL, and VESL Programs.

PROPOSAL EVALUATION:

California State Department of Education in 1982 and 1984.

CONSULTING:

Competency-Based Curriculum Development, ESL Methods and Materials, Program Management, Design, and Evaluation throughout California, at National Conferences, and at the Refugee Processing Center, Bataan, the Philippines.

PUBLICATIONS:

English for Adult Competency, Prentice Hall; 1980.

Basic English for Adult Competency, Prentice Hall; 1982.

Compensatory Picture Sequence, Prentice Hall; 1985.

California CBAE Staff Development Handbook; 1983.

Manual for ESL Teacher Traiing and Staff Development, contributor, Center for Applied Linguistics; 1983.

Numerous other articles in professional journals and handbooks.

*See Resource Programs, ABE/ESL, San Diego, CA

VELT RESOURCE PEOPLE

NAME: Nick Kremer

TITLE: Co-Director

EMPLOYER: Center for Career Studies

ADDRESS: IE1-101, California State University
Long Beach, CA 90840

PHONE: (213) 498-4680

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None

EXPERIENCE:

Member, VELT Panel of Experts; 1984-1985.

Co-Director, Consortium on Employment Communication, Ford Foundation; 1983-Present.

Instructor, Vocational Education Department, California State University, Long Beach; 1984-1985.

Job Developer, Refugee Program, LaPuente Valley Adult School; 1982-1983.

Director, Western Office, Center for Applied Linguistics, coordinating technical assistance to refugee projects in fifteen states; 1981-1983.

Curriculum Developer of VESL Materials, Refugee Project, Valley Vocational Center, City of Industry, California; 1978-1981.

Instructor, Bilingual Vocational Instructor Training Program, California State University Long Beach; Summer 1982 and 1983.

CONSULTING:

Various VESL Conferences in western states and in Southeast Asia.

PRESENTATIONS:

At State, Regional and National ESL and Vocational Conferences on employment-related language training.

RESOURCE PEOPLE

NAME: Lisa Kupetsky*

TITLE: Manager, ESL Department

EMPLOYER: EROL'S, Inc.

ADDRESS: 6621 Electronic Drive
Springfield, VA 22152

PHONE: (703) 642-3000

___ RFP DESIGN OR PROPOSAL WRITING
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French

EXPERIENCE:

Manager, ESL Department, EROL'S, Inc., Springfield, Virginia; 1983-Present.

ESL Instructor, Community College of Baltimore, Refugee ELT Program; 1981-1983.

English Language Teaching Assistant, Lycee Ozenne, Toulouse, France; 1982-1983.

CONSULTING WORK FOR:

State agencies in Virginia and Maryland in setting up English in the Workplace Programs; June, 1983 to Present.

Seminars and Workshops at Washington, D.C. and Baltimore TESOL on English in the Workplace.

New York International TESOL Convention, Special Interest Section RAP Session on VESL and English in the Workplace; April, 1985.

PUBLICATIONS:

ESL Book Reviews for Modern Language Journal; Spring and Winter 1984.

"EROL'S, Inc.: English in the Workplace (EWP)," U.S. Catholic Conference; November/December, 1984.

"EROL'S, Inc.: EWP," Adult Refugee Education Journal, Center for Applied Linguistics; 1985.

*See Resource Programs, EROL'S Inc, Springfield, VA

VELT RESOURCE PEOPLE

NAME: Linda (Lia) Driver Kushnir*

TITLE: Lead Teacher

EMPLOYER: Associated Catholic Charities

ADDRESS: 1231 Prytania Street
New Orleans, LA 70130

PHONE: (504) 523-3755

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Russian (fluent), French (good), Spanish (fair), Korean

EXPERIENCE:

Lead Teacher, planning and setting up VESL programs at worksites and training programs, Associated Catholic Charities, New Orleans; 1982-1985.

ESL and Job Preparation Class Teacher, SER Jobs for Progress; 1977-1979.

Materials Development Committee, National Language School, Osaka, Japan; 1974-1975.

PRESENTATIONS:

Baton Rouge, Louisiana, Teaching Philosophy and Materials for Teaching Literacy to Limited English Speaking Adults; 1984.

Louisiana TESOL Conference, Developing Materials for VESL; 1984.

*See Resource Programs, Targeted Assistance for Refugees, New Orleans, LA

VELT RESOURCE PEOPLE

NAME: Luann Lamp*

TITLE: International Services Coordinator

EMPLOYER: Elgin YWCA Refugee Project

ADDRESS: 220 E. Chicago Street
Elgin, IL 60120

PHONE: (312) 743-7930

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

___ CURRICULUM DEVELOPMENT

_X_ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None

EXPERIENCE:

Instructional Services Coordinator, VESL.

Instructor, Elgin YWCA Refugee Project, Elgin, Illinois; 1979-Present.

ESL Instructor, Elgin YWCA; 1971-1979.

ESL Instructor, Elgin Community College; 1969-1971.

WORKSHOPS:

Welding VESL Materials, Northwest Educational Cooperative, Arlington Heights, Illinois.

Testing ESL Students for Placement, State of Wisconsin.

Achievement and Placement Testing in ESL, and on Materials Evaluation for the Illinois Office of Education, Department of Adult Education.

Pre-Employment ESL, Milwaukee, Wisconsin.

PUBLICATIONS:

Data Entry Operator VESL Guide, Northwest Educational Cooperative, 1984.

Welding VESL Materials, Northwest Educational Cooperative, 1981.

*See Resource Programs, Elgin YWCA Refugee Project, Elgin, IL

VELT RESOURCE PEOPLE

NAME: Joan LaPerla

TITLE: Director of Continuing Education

EMPLOYER: Union County College

ADDRESS: 1033 Springfield Avenue
Cranford, NJ 07016

PHONE: (201) 276-2600

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish, Italian, some French

EXPERIENCE:

Education Specialist, New Jersey State Education Department; 1976-1983.

Assistant Director, Adult Education Resource Center, Montclair State College; 1976-1983.

RFP WRITING AND PROPOSAL EVALUATION:

The New Jersey State Education Department.

PROGRAM PLANNING AND EVALUATION:

Statewide ABE/ESL programs in New Jersey in a variety of urban, suburban and rural programs.

CONSULTING:

Teachers College, Columbia University in *English for Specific Purposes Program Design*; 1984.

PUBLICATIONS:

Wrote a dissertation on *English for Special Purposes in the Private Sector: Implications for Program Design.*

Published numerous articles on ESL, Competency-Based ESL Programs, Staff Development, and English for Special Purposes in Professional Journals.

PRESENTATIONS:

Educating the Urban Adult for Living, Learning and Working.

State of the Competency-Based Adult Education Movement, Designing CBAE/ESL Curricular given at conferences in New York, New Jersey, Texas and Louisiana.

VELT RESOURCE PEOPLE

NAME: John Latkiewicz*

TITLE: Associate Director

EMPLOYER: Utah Technical College/Skills Center

ADDRESS: 431 South 600 East
Salt Lake City, Utah 84107

PHONE: (801) 531-9310, Ext. 336

___ RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None

EXPERIENCE:

Associate Director, Support Services, Utah Technical College, Skills Center, Salt Lake City, Utah; 1981-Present.

Coordinator, ESL Program, Utah Technical College/Skills Center; 1978-1981.

PROPOSAL WRITING:

Vocational ESL, Vocational Language Training for Refugees, Power Sewing Machine Operator Training, Assessment of Industry's Reaction to Limited English Speaking Employers, for Office of Refugee Resettlement, Office of Labor and Training and CETA.

CONSULTING:

Center of Applied Linguistics in Review of the Pre-employment Program at Bataan, the Philippines and development of a pre-employment support module there since 1983.

Consulting work in VESL for Salt Lake City Refugee Concerns; 1978-Present.

PUBLICATIONS:

Career Explorations: Trades and Industries, Heinemann Educational Books; 1984.

Career Explorations: Health Occupations, Heinemann Educational Books; 1984.

Numerous articles on describing research on refugees as employees' and industry's reaction to refugee employers.

*See Resource Programs, Salt Lake Skills Center, Salt Lake City, UT

VELT RESOURCE PEOPLE

NAME: Khoa Xuan Le

TITLE: Executive Director

EMPLOYER: Indochinese Resource Action Center

ADDRESS: 1424 Sixteenth Street, Suite 404
Washington, D.C. 20036

PHONE: (202) 667-7810

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

___ CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

_X_ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Vietnamese (native language), French

EXPERIENCE:

Deputy Director, Indochinese Refugee Action Center; 1981.

Cross-Cultural Specialist, Center for Applied Linguistics, for development of orientation materials for refugees and American sponsors; 1980.

Associate Director, Indochinese Mental Health Program Eastern Pennsylvania Psychiatric Institute, Philadelphia; 1978-1980.

Testified before U.S. Senate Subcommittee on Immigration and Policy on "Refugee Admissions," "Cash and Medical Assistance Policies," and Reauthorization of the Refugee Act of 1980."

VELT RESOURCE PEOPLE

NAME: Ngoan Thi Le

TITLE: Executive Director

EMPLOYER: Vietnamese Association of Illinois

ADDRESS: 4833 N. Broadway, Second Floor
Chicago, IL 60640

PHONE: (312) 728-3700

X RFP DESIGN/PROPOSAL EVALUATION
___ PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Vietnamese (native language), French, Spanish

EXPERIENCE:

Executive Director, Vietnamese Community Service Center, Chicago, Illinois; 1980-Present.

Counselor, Asian Human Services, Chicago, Illinois, 1980.

Program Office Assistant Director, International House, University of Chicago: planned and coordinated program for American and foreign student residents of house; 1979-1980.

PROPOSAL WRITING:

Illinois Department of Public Aid, Travelers and Immigrants Aid, Jewish Federation of Metropolitan Chicago for employment and social service contracts.

PROPOSAL EVALUATION:

Minnesota Refugee Program for employment services; August, 1984.

VELT RESOURCE PEOPLE

NAME: Marie Jocelyne T. Levy

TITLE: Grant Director, Haitian Special Education Training Program

EMPLOYER: Florida International University

ADDRESS: 15410 N.W. 31 Avenue
Miami, FL 33054

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(305) 685-0146

☐ RFP DESIGN/PROPOSAL EVALUATION
☐ PROGRAM PLANNING/EVALUATION
☒ CURRICULUM DEVELOPMENT
☐ TEACHER TRAINING
☒ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French, Haitian Creole

EXPERIENCE:

Grant Director for Haitian Special Education Training Program, Florida International University; 1982-Present.

Coordinator for Haitian Curriculum Development, National Materials Development Center; 1980-1982.

Lecturer, Bilingual Curriculum, Indiana University; Summer, 1980.

Bilingual Education Specialist, Dade County Public Schools; 1978-1980.

CONSULTING:

Immersian Programs for administrators, teachers and social agents.

Teachers Corps In-Service Training for bilingual paraprofessionals.

Directed Project Haitian, an ethnic heritage studies program funded under Title IX.

Consultant for Haitian Family Spacing Project.

Co-Directed Lekol Kominote Ayisyin, a privately organized community school for Haitians.

PUBLICATIONS:

More than 24 booklets in Haitian Creole for the Dade County Public Schools from 1978.

Two texts and two student workbooks in Haitian Creole for Florida International University Multilingual Multicultural Studies Center; 1982.

Two Student Workbooks and a Creole-English Handbook for the Haitian Educational Services, Inc.; 1981.

VELT RESOURCE PEOPLE

NAME: Eugene S. Long

TITLE: Coordinator/Instructor

EMPLOYER: Laney College

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Oakland, CA 94607

PHONE: (415) 834-2191

☒ RFP DESIGN/PROPOSAL EVALUATION
☒ PROGRAM PLANNING/EVALUATION
☒ CURRICULUM DEVELOPMENT
☒ TEACHER TRAINING
☐ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish

EXPERIENCE:

Director, Indochinese Refugee Assistance Program, San Jose City College; 1981-1983.

Coordinator, University of San Francisco, Bilingual Vocational Instructor Training; 1978-1980.

RPF DESIGN AND PROPOSAL EVALUATION:

U.S. Department of Education and State of California in areas of Bilingual Vocational Training and VESL; 1977-1985.

Massachusetts Department of Education, Bilingual Bureau; 1977-1978.

PROGRAM PLANNING AND EVALUATION:

University of San Francisco in VESL, VESL Machine Tool and Electronics, and Bilingual Vocational Education for University of San Francisco; 1978-1980.

CURRICULUM DEVELOPMENT:

Bilingual Vocational Instructor Training, Bilingual Vocational Training in Electronics for Vietnamese Refugees; 1978-1982.

PRESENTATIONS:

VESL Materials Development, Laney College, Oakland, California; July, 1984.

VESL Programming, California TESOL; Spring 1979.

Bilingual Vocational Instructor Training, National Adult Basic Education Conference, 1980 and at Mission College, Sunnyvale, California.

PUBLICATIONS

Career Planning for Chicano/Latino Students, Denise Douglas, E.Sl Long, et. al.

Bilingual Vocational Instructor Training at California Community Colleges: A Guide to Implementation and Resources, San Jose Community College, 1982, (ERIC ED 221 754).

VELT RESOURCE PEOPLE

NAME: Inaam Mansoor*

TITLE: Director

EMPLOYER: Refugee Education and Employment
Program
Wilson School

ADDRESS: 1601 Wilson Boulevard
Arlington, VA 22209

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___ RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Arabic, French

EXPERIENCE:

Director, Refugee Education and Employment Program (REEP); 1982-Present.

Director, numerous special projects since 1975 at REEP, including the Mainstream English Language Training (MELT) Project for the Office of Refugee Resettlement; (1983-1984).

CONSULTING:

Virginia Department of Adult Education, The Metro Coalition for Refugee Resettlement, in Competency-Based ESL and Pre-Employment Objectives; 1982.

Hyatt Hotel, Rosenthal Honda, ESL at the Worksite; 1983.

PRESENTATIONS:

"Teaching Vocational Skills Training to Limited English Speakers" and Competency-Based ESL at TESOL Conferences and State Bilingual and Education Conferences.

The REEP Curriculum: A Functional Approach to Competency-Based Survival ESL Directed Projects which resulted in:

Competency-Based Teacher Education Workshops Manual;

VESL Curriculum for Income Generating Strategies Training, Cleaning Services, Childcare, Mailroom Clerk.

*See Resource Programs, Refugee Education and Employment Program, Arlington, VA

VELT RESOURCE PEOPLE

NAME: Jim Martois*

TITLE: Director, Refugee Programs

EMPLOYER: Long Beach City College

ADDRESS: 1305 E. Pacific Coast Highway
Long Beach, CA 90806

PHONE: (213) 599-1576

☒ RFP DESIGN/PROPOSAL EVALUATION
☒ PROGRAM PLANNING/EVALUATION
☐ CURRICULUM DEVELOPMENT
☒ TEACHER TRAINING
☒ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French, some Lao, Arabic, Spanish

EXPERIENCE:

Chairman, Long Beach Targeted Assistance Advisory Council, Long Beach Refugee Forum; June-August, 1984 - Proposal Design and Evaluation.

Member, Los Angeles County and HOC Refugee Advisory Committee for Targeted Assistance; 1983-1984 - Proposal Design and Evaluation.

Instructor, California State University at Long Beach, Occupational Education for Disadvantaged and Culturally Different Learners, A Bilingual Vocational Instructors' Course.

Director, Refugee Programs, Long Beach City College, A Pre-Vocational ESL Program for Adult Refugees - 1975-Present.

Branch Director, United States Information Service National Center, Parkse Laos; 1970-1972.

PROPOSAL EVALUATION:

California Association of TESOL for grants to advance the teaching of ESL; 1984-1985.

PROPOSAL WRITING:

Numerous projects in ESL and VESL from California State Department of Education, California State Department of Social Services, U.S. Department of Labor, and others.

CONSULTING:

Juarez and Associates, Inc., Miranda Associates, Inc., Kirschner Associates, Inc., in bilingual vocational training and bilingual vocational instructor training; 1982-1984.

International Education Conference, Tuscon, Arizona, Developing Cross-Cultural Awareness.

*See Resource Programs, Long Beach City College Refugee Program, Long Beach, CA

VELT RESOURCE PEOPLE

NAME: Anne Lomperis More

TITLE: ESL Consultant

EMPLOYER: Self-employed

ADDRESS: 1739 Goldfinch Court
Melbourne, FL 32935

PHONE: (305) 259-7839

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French, Telugu (South Indian Dravadian Language)

EXPERIENCE:

Consultant, Ford Foundation; 1983-Present.

Member, Panel of Experts, VELT Resource Package; 1984-1985.

Field Director, Southeastern Office, Center for Applied Linguistics; 1982-1983.

Teacher Trainer, as ESL Specialist for Lutheran Immigration Services, Washington, D.C. and New York; 1976-1980.

RFP DESIGN:

ESL and Vocational ESL Programs through the Florida State Office of Social and Rehabilitative Services, Ford Foundation, and Florida Refugee Programs Office; 1980-1984.

CONSULTING:

Project FACILE, Job-Site Occupation Specific and Cluster VESL for the Hospitality Industry; 1983-1985.

PRESENTATIONS:

Teacher training workshops for Florida State Department of Education, Florida Atlantic University, County Public Schools: Dade and Palm Beach, and State TESOL Conferences on VESL for Hotels; 1984-1985.

PUBLICATIONS:

Housekeeping...Good Morning! Vocational ESL for Hotels, with additional curricula written for Food and Beverage Department, Engineering Department, General Directions Across Hotel Departments; 1985.

Program Design Considerations for ESL and Manual for ESL: Teacher Training and Staff Development, group authorship, Center for Applied Linguistics; 1981-1982.

Teaching ESL to Adults: From the Classroom to the Workplace (contributor), Center for Applied Linguistics; 1983.

VELT RESOURCE PEOPLE

NAME: Linda Mrowicki*

TITLE: Program Director

EMPLOYER: Northwest Educational Cooperative

ADDRESS: 500 S. Dwyer Avenue
Arlington Heights, IL 60005

PHONE: (312) 870-4166

☒ RFP DESIGN/PROPOSAL EVALUATION
☒ PROGRAM PLANNING/EVALUATION
☐ CURRICULUM DEVELOPMENT
☐ TEACHER TRAINING
☐ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

German, limited Spanish, Persian, French

EXPERIENCE:

Director, Project Work English, Northwest Educational Cooperative; 1984-Present.

Technical Content Advisor, VELT Resource Project; 1984-1985.

ESL Coordinator, Region V Technical Assistance, Northwest Educational Cooperative; 1983-1984.

ESL Consultant, Illinois ESL/AE Service Center, Northwest Educational Cooperative; 1981-1982.

Coordinator, Mainstream English Language Training (MELT) Project, Tri-State Consortium; 1983-1984.

RFP DESIGN AND PROPOSAL EVALUATION:

Projects funded by the Illinois Department of Public Aid; 1979-Present, and State of Minnesota Refugee ESL Program, 1985.

PROGRAM PLANNING AND EVALUATION:

Planning, funding and monitoring and evaluating twenty refugee programs in Illinois, in ESL and VESL; 1979-1982, and in 1985 planned and implemented Work English.

CONSULTING:

For States of Illinois and Ohio and IESL/CO Programs in the Philippines, Thailand and Indonesia.

PUBLICATIONS:

Let's Work Safely!, General VESL: Safety, Linmore Publishing; 1985.

Helicopter Parts and Instruments (with D. West); Listening Comprehension (with V. Foster); Reading and Writing for Helicopter, Occupation-Specific VESL, Telemedia, Inc.; 1976-1977.

Developing VESL Materials for the Job-Site, General VESL, NEC; 1983.

Handbook for the VESL Teacher, Occupation-Specific VESL, NEC; 1982.

Developing a Job Club Curriculum, General VESL, NEC; 1982.

VELT RESOURCE PEOPLE

NAME: Cam Van Pham

TITLE: Program Coordinator, Asian Languages
Bilingual Vocational Training Program

EMPLOYER: California State University

ADDRESS: Center for Career Studies
IE2-117
Long Beach, CA 90840

PHONE: (213) 498-4105

___ RFP DESIGN/PROPOSAL EVALUATON
___ PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Vietnamese (Native Language), French

EXPERIENCE:

Program Coordinator, Asian Languages Bilingual Vocational Training Program; August, 1984-Present.

ESL Instructor, Huntington Beach Adult School; 1980-1984.

Manager, Newhope Medical Center; 1977-1980.

PRESENTATIONS:

Cross cultural training for:

In-Service Training in Cultural Awareness for ESL Teachers at Huntington Beach Adult School; 1985.

Vietnamese Chamber of Commerce in Orange County, orientation of Vietnamese business people to differences in American culture and businesses.

VELT RESOURCE PEOPLE

NAME: Philip H. Phung

TITLE: Project Supervisor and Program Development Specialist

EMPLOYER: Private Industry Council/Regional Employment and Training Consortium

ADDRESS: 555 W. Beech, Suite 320
San Diego, CA 92101

PHONE: (619) 238-0108

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

___ CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Vietnamese (Native Language), French

EXPERIENCE:

Program Administrator/Training Coordinator, San Diego County Technical Training Center; 1983-1984.

National Director of Administration, Self-Directed Placement Corporation, San Diego, California; 1980-1983.

Contract Monitor, San Diego Regional Employment and Training Consortium, San Diego, California; 1977-1980.

VELT RESOURCE PEOPLE

NAME: Truong Phuong

TITLE: Executive Director

EMPLOYER: Indochinese Services Center

ADDRESS: 21 South Street
Harrisburg, PA 17101

PHONE: (717) 236-9401

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Vietnamese (Native Language), French, some Spanish

EXPERIENCE:

Executive Director, Indochinese Service Center, Harrisburg, PA; 1976-Present.

Cultural Specialist, Pennsylvania Department of Education; 1983-Present.

PROPOSAL WRITING:

National Council of Churches, Pennsylvania Department of Labor, Pennsylvania Department of Public Welfare for ESL, Employment, VESL and VELT Progams; 1982-Present.

RFP DESIGN AND PROPOSAL EVALUATION:

Pennsylvania Department of Education and Task Force for Limited English Proficiency Students; 1982, 1984.

Pennsylvania Department of Education, Special Adult Education Projects and ESL for Indochinese Refugees; 1983-1985.

CONSULTING WORK FOR:

Indochinese Resource and Action Center, Program Development; 1983.

Southeast Asian MAA Coalition, Pennsylvania Department of Education, Program Planning and Evaluation; 1984-1985.

Research Management Corporation, Evaluation of the VELT Resource Package; 1985.

Harrisburg Area Community College, Temple University, Kutztown University, Philadelphia Community College, Georgetown University, University of Miami, Florida, Northhampton Area College, numerous school districts throughout Pennsylvania; Cross-Cultural Awareness Workshops.

VELT RESOURCE PEOPLE

NAME: Kathleen Quinby

TITLE: ESL Consultant

EMPLOYER: Self-employed

ADDRESS: 813 B. South Elam Avenue
Greensboro, NC 27403

PHONE: (919) 275-1003

___ RFP DESIGN OR PROPOSAL WRITING

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Korean, Spanish

EXPERIENCE:

Consultant to businesses employing refugees on Work-Related Communication; 1983-1985.

Project Coordinator, Khmer Cluster Project, Greensboro, North Carolina; 1982-1984.

Master Teacher, Haitian English Language Project, Winchester, Virginia; 1982.

Director, American International Summer Campus, Coral Gables, Florida; Summer, 1982.

ESL Supervisor/United Nations Volunteer, Philippines Refugee Processing Center; 1980-1981.

Director of Courses, ESL Language Center, Indianapolis, Indiana; 1978-1980.

ESL/Cross Culture Trainer, Peace Corps Training Center, South Korea; 1978.

CONSULTING:

North Carolina, Virginia and Indiana on Teaching Techniques in ESL, How to Train ESL Teachers, Using the Silent Way and Total Physical Response.

NAME: Tipawan Truong-Quang Reed

TITLE: Project Director

EMPLOYER: Northwest Educational Cooperative

ADDRESS: 500 South Dwyer
Arlington Heights, IL 60005

PHONE: (312) 870-4166

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
X TEACHER TRAINING
X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Thai, Laotian, Vietnamese, French, Spanish, some Portuguese

EXPERIENCE:

Director, Mainstream English Language Training Project, N.E.C., 1983-84.

Director, Project Linkage (Ford Foundation); 1983-Present.

Director, Project Pride, A National Demonstration Project to involve corporations in placement of new Americans in jobs; 1982-1983.

Director, Illinois Adult Indochinese Refugee Consortium; 1978-1982.

Statewide Coordinator, Adult Indochinese Refugee Projects; 1977-1978.

RFP DESIGN: Illinois Department of Public Aid, Ford Foundation

PRESENTATIONS:

Workshops On:
Indochinese Language and Cultures, Cross-Cultural Awareness and Training, Program Designs and Management, How to Conduct an Effective Workshop, Pre-Employment ESL - Methods and Materials, Mini-Shock Lessons - Demonstration, Training Bilingual Staff, Cultural Immersion, Vocational Training for the Limited English Speaking Students: Program Models, Mental Health Needs of Indochinese Refugees, and Factors Affecting Second Language Learning.

PUBLICATIONS:

Project Publications through Illinois Adult Refugee Consortium:

Handbook for the VESL Teacher; March, 1981.

A Guide to Job Development in Illinois Adult Indochinese Refugee Programs; 1981.

Through Project Pride:

Cross-Cultural Communication in the Workplace: A Training Manual for Supervisors and Managers.

A series of four booklets: A Ten-Step Marketing Approach, Networking With Businesses, Getting Publicity, and Doing Direct Mail.

VELT RESOURCE PEOPLE

NAME: Catherine Robinson

TITLE: ESL Instructor

EMPLOYER: International Institute of Minnesota

ADDRESS: 1694 Como Avenue
St. Paul, MN 55108

PHONE: (612) 647-0191 (work)
(612) 291-7893 (home)

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish, German

EXPERIENCE:

ESL/VESL Instructor, International Institute of Minnesota; 1978-Present.

CONSULTING:

Minnesota Association for Continuing Adult Education, Minnesota Interaction Influence Network, on curriculum and materials development for teaching job-maintaining skills; 1983-1985.

PRESENTATIONS:

Midwest Regional TESOL and TESOL International on preparing LEP students for on-the-job training and on VESL materials development; 1983, 1985.

PUBLICATIONS:

Speaking Up At Work (with Jenise Rowekamp), Oxford University Press; 1985

VELT RESOURCE PEOPLE

NAME: Maryse N. Roumain

TITLE: Director, DD Project

EMPLOYER: The City College of New York

ADDRESS: HAC 71311, 138th St. and Convent Ave.
New York, NY 10031

PHONE: (212) 690-3782

___ RFP DESIGN/PROPOSAL EVALUATION
___ PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Haitian Creole (native language), French, some Spanish

EXPERIENCE:

Assistant in Bilingual Education, New York State Education Department; 1981-1984.

Public Information Specialist, Haitian Centers' Council; 1984-Present.

Director/Developmental Disabilities Project, Haitian Centers' Council; 1984-Present.

PROPOSAL WRITING:

Haitian Centers Council and own projects; 1984-Present.

PROPOSAL EVALUATION:

New York State Education Department, Bilingual Education Programs; 1981-1984.

CONSULTING FOR:

Teachers College, Columbia Unviersity, Mental Health; 1985.

King's County Hospital, social work and training; 1985.

Teacher's Workshops for New York State Department of Education on Haitian Culture and Bilingual Education; 1981-1984.

VELT RESOURCE PEOPLE

NAME: Jenise Rowekamp

TITLE: ESL/VESL Consultant

EMPLOYER: Private Consultant

ADDRESS: Route 3, Box 1222
Grantsburg, WI 54840

PHONE: (612) 463-2485

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French

EXPERIENCE:

Member, VELT Resource Project Panel of Experts; 1985.

Editor, Mainstream English Language Training Resource Package; 1985

ESL/VESL Consultant, Minnesota State Department of Education, 1983-1985.

ESL/Employment Coordinator, International Institute of Minnesota; 1982-1983.

ESL Coordinator, International Institute of Minnesota; 1979-1982.

CONSULTING:

Minnesota Interaction Influence Network, Technical Assistance in Statewide VESL Program Planning; 1983-1984.

Minnesota State Department of Education, RFP Review and ESL Program Monitoring; 1981-1985.

PRESENTATIONS:

VESL Curriculum Design, VESL Needs Assessment Volunteer Tutor Training, Volunteer Management, Teaching Methods for VESL, and Cultural Awareness/Sensitivity Workshop for Refugees; 1980-1985.

PUBLICATIONS:

Speaking Up At Work (with Catherine Robinson), Oxford University Press; 1985.

VELT RESOURCE PEOPLE

NAME: K. Lynn Savage

TITLE: Coordinator, VESL Program

EMPLOYER: San Francisco Community College
Centers

ADDRESS: 33 Gough Street
San Francisco, CA 94103

PHONE: (415) 239-3088

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

X TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Japanese

EXPERIENCE:

Member, Panel of Experts, Velt Resource Project; 1984-1985.

Director, Adult Education Staff Development Project, Association of California Schools Administrator 310 Grant; 1981-1982.

Teacher and Coordinator, VESL and ESL Programs, San Francisco Community College Centers; 1973-Present.

CONSULTING:

Center for Applied Linguistics in curriculum development for IESL/CO programs in Thailand, Indonesia and the Philippines; 1980-1983.

Competency-Based Adult Education Staff Development Project; 1982-Present.

CURRICULUM DEVELOPMENT:

ICB-VESL, three cycles of books of light modules, teaching pre-vocational skills.

"Culture First; Language Second," pre-vocational ESL skills designed around making small talk, expressing feeling, clarifying directions.

"Vocational ESL Master Plan," developed for San Francisco Community College Centers.

PUBLICATIONS:

English That Works, Scott Foreman; 1982.

Articles on Vocational ESL in California Journal of Teacher Education, English for Specific Purposes, and TESOL Publications.

PRESENTATIONS:

"What Refugees Have Taught the ESL Profession: Pre-Employment and On-The-Job ESL Training Programs, TESOL; 1984.

Mainstream English Language Training (MELT) Projects, TESOL; 1985.

Numerous other VESL and Adult Education Workshops.

VELT RESOURCE PEOPLE

NAME: Gail Shay*

TITLE: Coordinator, BVT Program

EMPLOYER: Maricopa Technical Community College

ADDRESS: 108 N. 40th Street
Phoenix, AZ 85034

PHONE: (602) 275-8500

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish, some French, Portuguese, Mandarin Chinese

EXPERIENCE:

Coordinator, VESL Curriculum Project, Mesa Community College, 1983-1984.

Curriculum Developer, Mesa Community College, 1983-1984.

CONSULTING WORK:

Programs in Phoenix, Flagstaff and Tucson, Arizona on VESL Materials Development; 1982-1983.

Arizona TESOL on VESL Curriculum Development and Vocational Vocabulary; 1984.

PUBLICATIONS:

For Arizona State Department of Education:

VESL Materials Development - process for developing and evaluating materials for limited English proficient students.

Activities for VESL Vocabulary Cards - Typing, Accounting, Human Relations in Business, Business Machines; 1983.

Needs Assessment Report - Limited English proficient population in Arizona and its impact on Curriculum Planning (Co-author, Nancy Siefer); 1984.

Activities for VESL Vocabulary Cards - Nursing Assistant, Auto Mechanics; June, 1984.

*See Resource Programs, Bilingual Vocational Training Project, Phoenix, AZ

VELT RESOURCE PEOPLE

NAME: Marlene Sholod

TITLE: Director of Corporate Education

EMPLOYER: Marymount Manhattan College

ADDRESS: 221 E. 71st Street
New York, New York 11201

PHONE: (718) 522-0937 (home)

___ RFP DESIGN/PROPOSAL EVALUATION

X PROGRAM PLANNING/EVALUATION

X CURRICULUM DEVELOPMENT

___ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Some Spanish, French

EXPERIENCE:

Training and Development Specialist, RCA Service Company; 1984-1985.

Project Coordinator, YMCA ELESAR Project; 1982-1984.

CONSULTING:

Church Avenue Merchant's Block Association, on ESL Literacy and Small Business Assistance for Refugees; 1984-1985.

Set up ESL Resource Center at Literacy Assistance Center in New York City; 1984.

PRESENTATIONS:

Office of Refugee Resettlement, Department of Social Services, planner of and presenter at statewide conference for ESL Providers on Vocational ESL; 1983.

Refugee Concerns Interest Section, TESOL, facilitator of rap session on Vocational ESL; 1985.

PUBLICATIONS:

Your Own Business: A New Start, CAMBRA; 1985.

Law is Your Own Life, everyday law for the newly-arrived, Federation of Jewish Philanthropies/U.S. Department of Education; 1983.

VELT RESOURCE PEOPLE

NAME: Saul Sibirsky*

TITLE: Consultant, Bilingual Vocational Education

EMPLOYER: CT State Department of Education

ADDRESS: 131 Clinic Drive, Apt. 23
New Britain, CT 06051

PHONE: (203) 566-7311

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Portuguese, French, Yiddish

EXPERIENCE:

Consultant, Bilingual Vocational Education, Connecticut State Department of Education; 1978-Present.

Educational Private Agencies Consultant, U.S. Agency for International Development, Ecuador; 1969-1975 (Chief, Education Branch; 1971-1972).

RFP DESIGN AND PROPOSAL EVALUATION:

State Department of Human Resources, Job Training Partnership Act, and associated programs related to Bilingual Vocational Training; 1979-1985.

Connecticut State Department of Education; 1978-1985.

CONSULTING:

U.S. Department of Education Office (OBEMLA) and Executive Resource Associates, Inc., Arlington, Virginia, on Bilingual Vocational Training Programs; 1983-1985.

Bilingual Vocational Training and related programs throughout Connecticut; 1978-1985.

Ecuador Ministry of Education Textbook Department, supervised and provided technical assistance to team of consultants involved in textbook development.

PUBLICATIONS:

Numerous articles on foreign language teaching and Hispanic culture; 1962-1967.

Needs, Goals and Programs for Adolescent Hispanic Parents in Connecticut, Hispanic Policy Development Project, Washington, D.C.; 1984.

*See Resource Programs, Bilingual Vocational Training, Hartford, CT

VELT RESOURCE PEOPLE

NAME: Nancy Siefer

TITLE: Voc. Special Needs Teacher Educator

EMPLOYER: Maricopa Community College

ADDRESS: 2107 N. Campo Alegre Road
Tempe, AZ 85281

PHONE: (602) 941-8827

___ RFP DESIGN/PROPOSAL EVALUATION

___ PROGRAM PLANNING/EVALUATION

_X_ CURRICULUM DEVELOPMENT

_X_ TEACHER TRAINING

___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish

EXPERIENCE:

Member, Panel of Experts, VELT Resource Project; 1984-1985.

Director, Limited English Speaking, Adult Vocational Program, Mesa Community College, Mesa, Arizona; 1981-1983.

VESL Curriculum Project, Mesa Community College; 1983-1984.

Interactive Video Computer Project, Arizona State University, Tempe, Arizona; 1983-1984.

Project 309 Coordinator, Adult Learning Center, Phoenix, Arizona; 1977-1978.

CONSULTING:

Programs in Arizona on Access to Employment for Limited English Proficiency Learners, Materials Development, Bilingual Vocational Training, Program Design, Computer-Assisted Instruction for Limited English Proficient Students; 1981-1985.

PRESENTATIONS:

Rocky Mountain TESOL on Functional National Approach to Curriculum Design for Vocational and Pre-Vocational ESL Instruction.

National Association of Bilingual Education Conference, Washington, D.C., "English in the Workplace"; 1983.

International TESOL Conference, Toronto, Canada, on "VESL Materials: Doing Away with Beginner, Intermediate, and Advanced Levels"; 1983.

PUBLICATIONS:

Language Assessment of LEP Students in Vocational Education (co-author), Arizona Department of Education, 1983.

Needs Assessment: LEP Learners in Arizona, Arizona Department of Education, 1983.

Computer Literacy for LEP Learners in Arizona, Arizona Department of Education, 1984.

Handbook for ESL Instructors (contributor), Arizona Department of Education, 1983.

Preparation - The Key to Successful English in the Workplace Programs, NABE Journal; 1985.

VELT RESOURCE PEOPLE

NAME: Margaret B. Silver*

TITLE: Director of Education

EMPLOYER: International Institute of
Metropolitan St. Louis

ADDRESS: 3800 Park Avenue
St. Louis, MO 63110

PHONE: (314) 773-9090

___ RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Limited French, Spanish, Arabic

EXPERIENCE:

Director of Education, International Institute of Metropolitan St. Louis; 1984-1985.

CONSULTING:

Missouri State Adult Basic Education/ESL Planning Committee; 1983-1985.

Missouri ABE/ESL, Annual Training Workshops, *Lesson Design and Implementation in Pre-Vocational Language Skills Training*; 1983-1984.

PRESENTATIONS:

TESOL International Convention; 1981, 1983, and 1984 on ESL Curriculum and Teaching Techniques.

Colloquium at TESOL International Convention; 1984, "What Refugees Have Taught the ESL Profession: Pre-Employment and On-The-Job ESL Training Programs.

City of St. Louis ESL Teachers' Workshop - "Reading: Theory and Practice".

*See Resource Programs, International Institute, St. Louis, MO

VELT RESOURCE PEOPLE

NAME: Carol Svendsen*

TITLE: Associate Director

EMPLOYER: Bilingual Vocational English
Training Project
Metropolitan State College

ADDRESS: 190 E. Ninth Avenue
Denver, CO 80204

PHONE: (303) 832-0941

___ RFP DESIGN/PROPOSAL EVALUATION
_X_ PROGRAM PLANNING/EVALUATION
_X_ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

None

EXPERIENCE:

Associate Director, Bilingual Vocational Education Training; 1984-Present.

Acting Director, Bilingual Vocational Education Training; 1983.

Vocational ESL Instructor, Bilingual Vocational Education Training; 1980-1983.

PRESENTATIONS:

Bilingual Vocational Instructor Training Program, San Antonio, Texas; May, 1984.

Colorado TESOL, Industry Supervisors' Views of Limited English Speaking Trainees and Employees; 1984.

Colorado TESOL, Communication on the Job: Language Identification and Curriculum Planning; 1982.

PUBLICATIONS:

"Identifying Language for the Job: Examples from Health Care Occupations," English for Specific Purposes Journal. Volume 3, No. 2; 1984.

"Understanding on the Job," TESOL Newsletter; October, 1983.

*See Resource Programs, Bilingual Vocational English Training Project, Denver, CO

VELT RESOURCE PEOPLE

NAME: Henry Masami Takahashi

TITLE: Director

EMPLOYER: Refugee Employment Services, Employment Security Department of WA

ADDRESS 9th and Columbia, KG-11
Olympia, WA 98504

PHONE: (206) 754-1544

___ RFP DESIGN/PROPOSAL EVALUATION
___ PROGRAM PLANNING/EVALUATION
___ CURRICULUM DEVELOPMENT
___ TEACHER TRAINING
X CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Japanese

EXPERIENCE:

Director, Refugee Employment Services, State of Washington, Employment Security Department, 9th and Columbia, Olympia, Washington 98504; 1976-Present.

Executive Director, Asian Counseling and Referral Services, 655 South Jackson Street, Seattle, Washington; 1975-1976.

CONSULTING:

Cross-cultural training services provided to:

State, County, City and private medical service providers, social workers, vocational training institutes, ESL instructors, employers (management, supervisors, foreman), Volags and sponsor, public agencies such as police department, Court System (especially for Hmongs).

VELT RESOURCE PEOPLE

NAME: Elizabeth Tannenbaum

TITLE: ESL Network Coordinator

EMPLOYER: Center for Applied Linguistics
Experiment in International Living

ADDRESS: Kipling Road
Brattleboro, VT 05301

PHONE: (802) 257-4628

___ RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

Spanish

EXPERIENCE:

ESL Network Coordinator, Center for Applied Linguistics; 1983-Present.

ESL Coordinator, Galang, Indonesia, Experiment in International Living; 1982.

ESL Coordinator, Phanat Nikkom, Thailand; 1980-1981.

CONSULTING:

Refugee Education Program, U.S. Department of State, in survival English and preparation for entry-level jobs prior to entry into United States.

PRESENTATIONS:

Pre-Employment Training for Limited English Proficient Students in Boston, New York, Atlanta, and Concord, NH.

Workshops throughout the U.S. for Center for Applied Linguistics on the ESL/CO overseas training programs.

TESOL Conferences in New York, Houston and Detroit on Pre-Employment Training, ESL Testing, and the overseas Refugee ESL Program Workshop, "What Refugees Have Taught the ESL Profession: Pre-Employment and On-The-Job ESL Training Program," TESOL International Conference; 1984.

ICMC, Sudan, workshop in the teacher training design for overseas refugee program for Ethiopians.

PUBLICATIONS:

ESL Resource Manuals, Center for Applied Linguistics; 1981-1983.

Pre-Employment Training Proficiency Tests, Center for Applied Linguistics; 1985.

VELT RESOURCE PEOPLE

NAME: Carol Van Duzer*

TITLE: VESL Coordinator

EMPLOYER: Refugee Education and Employment Program

ADDRESS: 1601 Wilson Boulevard
Arlington, VA 22209

PHONE: (703) 276-8145

___ RFP DESIGN/PROPOSAL EVALUATION
___ PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French

EXPERIENCE:

Member, Panel of Experts, VELT Resource Project; 1985.

VESL Coordinator, Refugee Employment and Education Program (REEP); 1984-Present.

Curriculum Project Coordinator, REEP; 1980-1982.

PRESENTATIONS:

National Conference of the Commission on Adult Basic Education, "Designing Learning Around Competencies;" 1984.

Eighth Annual National Competency-Based Adult Education Conference, New York, A Model -- A Functional Approach to CBE/ESL; 1983.

International TESOL Convention, Toronto, Teaching ESL to Competencies, the REEP Curriculum; 1983.

Virginia State Department of Adult Education, Training Trainers to Use the Manual Competency-Based Teacher Education Workshops in CBE/ESL; 1984.

Training of Teachers in Applying Competency-Based Education to ESL throughout Northern Virginia; 1984.

PUBLICATIONS:

Competency-Based Teacher Education Workshops in CBE/ESL, Virginia State Department of Education; 1984.

REEP Targeted Assistance VESL Curriculum for Income Generating Strategies, Refugee Employment Education Program; Arlington, Virginia; 1984.

*See Resource Programs, Refugee Education and Employment Program, Arlington, VA

VELT RESOURCE PEOPLE

NAME: Linda L. West*

TITLE: VESL Curriculum Specialist

EMPLOYER: LaPuente Valley Adult School

ADDRESS: 15381 E. Proctor Avenue
City of Industry, CA 91745

PHONE: (818) 919-5669 (home)
(818) 961-1073 (office)

___ RFP DESIGN/PROPOSAL EVALUATION
___ PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
___ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN: None

EXPERIENCE:

VESL Curriculum Specialist, LaPuente Valley Adult Schools, Hacienda-LaPuente Unified School District, LaPuente, CA; October, 1981-Present.

VESL Instructor and Curriculum Writer: Welding, Auto Mechanics, Nurse Assistant, Upholstery, Machine Shop, LaPuente Valley Adult Schools, Refugee Project; September 1978-September 1981.

CONSULTING:

VESL for the State of California Department of Education CBAE Staff Development Project; 1980-Present.

"Occupation-Specific VESL Needs Assessment and Teaching Techniques" for the State of California 310 Project VESL Staff Development, various assignments: 1980-1981.

PRESENTATIONS:

Numerous workshops on Vocational ESL presented at conferences of TESOL, CATESOL, CCAE (California Council for Adult Education) and refugee service providers; 1979-Present.

PUBLICATIONS:

VESL Welding, The Alemany Press; 1984.

"Needs Assessment in Occupation Specific VESL, or How to Decide What to Teach," English for Specific Purposes Journal, vol. 3, no. 1; 1984.

VESL: Auto Mechanics Module, Nurse Assistant Module, Upholstery Module; Hacienda-LaPuente Unified School District; 1974-1984.

Occupation Specific VESL: Needs Assessment and Occupation Specific VESL, Teaching Techniques, VESL Staff Development Project, Chinatown Resources Development Center, San Francisco, July 1981.

Approaches to Employment-Related Training for Adults Who Are Limited English Proficient, Dissemination Network for Adult Educators, Burlingame, CA; 1984.

*See Resource Programs, LaPuente Valley Adult School, City of Industry, CA

VELT RESOURCE PEOPLE

NAME: Joyce Green Wilson

TITLE: Director, Developmental Education

EMPLOYER: Chemeketa Community College

ADDRESS: 4000 Lancaster Drive NE
Salem, OR 97309

PHONE: (503) 399-5136

X RFP DESIGN/PROPOSAL EVALUATION
X PROGRAM PLANNING/EVALUATION
X CURRICULUM DEVELOPMENT
X TEACHER TRAINING
__ CULTURAL AWARENESS TRAINING

LANGUAGES OTHER THAN ENGLISH SPOKEN:

French, Spanish

EXPERIENCE:

Director of Developmental Education, Chemeketa Community College, Salem, Oregon; 1984-1985.

Coordinator, Indochinese Refugee Project, Chemeketa Community College, Salem, Oregon (A Vocational ESL and Job Services program); 1977-1985.

CONSULTING:

Philippine Refugee Processing Center, teacher training in ESL and Cultural Orientation; 1983.

U.S. Department of State, ESL/CO Regional Meeting on Training, Manila; 1983.

Indochinese Refugee Action Center, Washington, D.C., specifications for an intensive ESL and orientation program for Indochinese refugees in Southeast Asia; 1980.

California State Department of Education, Foreign Language Consultant; 1963-1964.

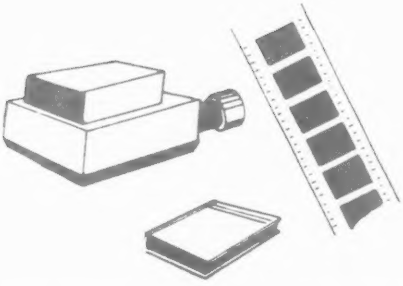
RFP DESIGN AND PROPOSAL EVALUATION:

Evaluator, proposal writer, proposal reader, National Defense Education Act Foreign Language Projects for the U.S. Office of Education; 1958-1963.

PRESENTATIONS:

Frequent presenter at State Conferences in ABE/ESL, Western College Reading Association, Oregon TESOL.

APPENDIX B Bibliography



APPENDIX B: VELT MATERIALS BIBLIOGRAPHY

The Office of Refugee Resettlement study, The Extent and Effect of English Language Training for Refugees, confirms that a variety of useful materials are being developed locally but are not always available and accessible. Many VELT materials have been developed by local VELT programs to meet the special employment and training needs of their clients. Such materials have great potential to other programs who could use these materials as classroom materials, staff resources, staff training, or sources for other materials. The VELT Materials Bibliography lists such noncommercial, available materials.

A task of the VELT Project was the identification of such practitioner-developed VELT materials. Brochures describing the VELT Project and its search for noncommercial VELT materials were sent to state refugee coordinators, refugee programs, teacher training institutions, and other related agencies. VELT Project staff also conducted library and resource collection searches to identify VELT materials. The VELT staff reviewed the VELT materials and selected those meeting the following criteria: 1) the materials are noncommercial, those developed by a non-profit agency and not sold for profit; 2) the materials are currently and readily available; and 3) the materials are useable by someone other than the author.

The VELT materials listed in the Bibliography are divided into three sections -- Instruction, Management and Support, and a listing of Bibliographies. Each section contains various headings which describe the content and use of the materials. To facilitate use of the VELT Materials Bibliography, the sections and headings are described below as follows:

INSTRUCTION

The materials in this section are intended for *participant use* in a VELT program. Their use is not limited to the VESL classroom. They may be used in vocational skills training, cultural orientation, employment counseling, or any other VELT program component. A VELT program can use the materials in a manner which best suits the participants' needs and the local program structure.

VELT TYPE indicates if the materials are for General, Cluster, or Occupation-Specific VELT. The specific type of cluster or occupation is listed.

CONTENT AREA refers to the general content of the materials -- job search, job retention/advancement or vocational training.

Job Search relates to the language and skills needed to obtain a job. Two examples of participant job search competencies are reading a want ad and filling out a job application.

Job Retention/Advancement refers to the language and/or skills needed to retain a job or to advance on a job. Examples of participant competencies are reporting a task completed and comprehending and giving warnings about dangers on the job.

Vocational Training refers to the teaching of actual job skills such as using a micrometer or operating a sewing machine.

CONTENT FOCUS identifies the emphasis of materials -- language development, glossary, or information/concepts.

Language Development refers to materials which focus on the introduction and practice of one or more of these aspects of language: vocabulary, communication functions, grammatical structures, and specific language skills -- listening, speaking, reading, and writing.

A Glossary is a word list with definitions and/or examples of the words. It may be bilingual or monolingual.

The heading Information/Concepts refers to materials which focus on presenting information. An example is an electronics text which describes the basic theory of electronics.

LEVEL suggests a level of English language proficiency which participants should have in order to effectively use the materials. The VELT Resource Package uses the Mainstream English Language Training (MELT) Student Performance Levels (SPL) to describe the level of the materials. The SPL Document (see Attachment A) is a set of descriptions stating what adult refugees should be able to accomplish with their language skills at ten levels. Each level describes a student's listening, speaking, reading and writing skills; ability to communicate with a native speaker; and readiness for employment. The VELT Bibliography identifies a range of student performance levels for each entry, since it is possible for a teacher to easily adapt a set of materials for students who have a slightly higher or lower proficiency than the targted language level. Some materials are in native language. Therefore, there is no suggested English level and these materials are described as being "in native" language.

MEDIA indicates if the materials are print, computer-assisted, or audiovisual.

SUPPORT indicates if the materials have a Teacher's Manual or tests. If the materials are bilingual, the native language is listed.

SOURCE indicates where the materials can be obtained. Each source is indicated by a number. The user should refer to the list of sources following the Bibliography.

MANAGEMENT AND SUPPORT

This section contains materials which are to be used by VELT program staff.

VELT TYPE refers to the type of VELT -- General, Cluster, or Occupation-Specific. Those cluster and occupation-specific materials which refer to a specific area have the area indicated. If the material is directed towards a non-specific type of cluster or occupation-specific program, it is marked with an X. Many materials are applicable to and useful for all three types of VELT programs.

PROGRAM SUPPORT indicates if the materials are to be used for curriculum development, program design, or staff training.

CULTURE indicates if the materials focus on cross-cultural information. Specific cultures are listed where appropriate.

STUDENT SUPPORT refers to materials which can be used by VELT program staff who provide services to participants. Three areas of support services are identified -- assessment, counseling, and job development/placement.

SOURCE indicates where the materials can be obtained. Each source is indicated by a number. The user should refer to the list of sources following the Bibliography.

BIBLIOGRAPHY

This section contains a list of VELT Bibliographies.

ANNOTATED indicates if the Bibliography entries are annotated.

TYPES OF MATERIALS LISTED indicates if the Bibliography entries are commercial or noncommercial.

SOURCE indicates where the materials can be obtained. Each source is indicated by a number. The user should refer to the list of sources following the Bibliography.

The sources for the materials are listed in alphabetical order after the Bibliography. Each source has a number which corresponds to those numbers listed in the source column of the Bibliography.

Many of the materials are available through the Refugee Materials Center (RMC), U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, MO 64106. The Center has been in existence since 1979. It disseminates over 700 materials free-of-charge to educators and others who are involved in educating refugees and/or immigrants. Each year RMC produces a bibliography of commercial and noncommercial curricular and supplementary materials to assist in the education and resettlement of refugees and immigrants. VELT practitioners who have developed materials and wish to make them available to others can contact the Refugee Materials Center as a potential source for dissemination.

Those readers who are interested in obtaining commercial VELT materials or noncommercial materials outside of the U.S. should refer to the list of commercial ESL publishers. This list is comprised of ESL publishers who contacted the VELT Resource Project and indicated that they have VELT materials available.

ATTACHMENT A

MAINSTREAM ENGLISH LANGUAGE TRAINING

STUDENT PERFORMANCE LEVEL AND DOCUMENT

The Student Performance Levels are a set of descriptions stating what adult refugees should be able to demonstrate with their English language skills at ten different levels. Each level is described in terms of a participant's listening, speaking, reading, and writing skills; ability to communicate with a native speaker; and readiness for employment. A separate rating scale for describing his general pronunciation level is also in the document.

The SPL document was developed, field tested and prepared in its final form as a part of the Mainstream English Language Training (MELT) Project funded by the Office of Refugee Resettlement in Fiscal Years 1983 and 1984. The SPL provides a common standard which refugee programs nationwide can use to describe a participant's language proficiency as well as individual program levels.

Further information about the development of the SPL Document, its role in refugee programming, and ways in which a local program can adopt and use the document are provided in the Competency-Based Mainstream English Language Training (MELT) Resource Package, disseminated by the Refugee Materials Center for the Office of Refugee Resettlement.

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
0	**No ability whatsoever.**	**No ability whatsoever.**	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	0-8
I	• Functions **minimally, if at all**, in English. • Can handle only **very routine entry-level** jobs that do not require oral communication, and in which all tasks can be easily **demonstrated**. • A native English speaker **used to** dealing with limited English speakers can **rarely** communicate with a person at this level **except through gestures**.	• Understands only a **few isolated words**, and **extremely simple learned** phrases (What's your name?)	• Vocabulary limited to a few **isolated words**. • **No control** of grammar.	• Recognizes **most letters** of the alphabet, and **single-digit numbers**	• Copies **letters** of the alphabet, **numbers**, own **name and address**, needs assistance.	9-15

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
II	• Functions in a **very limited way** in situations related to **immediate needs**. • Can handle only **routine entry-level** jobs that do not require oral communication, and in which all tasks can be **easily demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **great difficulty** communicating with a person at this level.	• Understands a **limited number** of **very simple learned** phrases, spoken **slowly** with **frequent repetitions**.	• Expresses a **limited** number of **immediate** survival needs using **very simple learned** phrases. • Asks and responds to very simple learned questions. • **Some control** of **very basic** grammar.	• Recognizes letters of the alphabet, numbers **1-100**, and a few **very common sight words** (e.g. name, address, stop).	• Writes **letters** of the alphabet, numbers **1-100**, **very basic personal info.** on simplified forms; needs assistance.	16-28

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
III	• Functions **with some difficulty** in situations related to **immediate needs**. • Can handle **routine entry-level** jobs that involve only the **most basic** oral **communication**, and in which all tasks can be **demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **great difficulty** communicating with a person at this level.	• Understands **simple learned** phrases, spoken **slowly** with **frequent repetitions**.	• Expresses **immediate survival** needs using **simple learned** phrases. • Asks and responds to simple learned questions. • **Some control** of **very basic** grammar.	• Reads and understands a **limited number** of **common sight words**, and short, **simple learned phrases** related to **immediate needs**.	• Writes a limited number of **very common words**, and **basic personal info.** on simplified forms; needs assistance.	29-41

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
IV	• Can satisfy **basic survival** needs and a few **very routine social** demands. • Can handle **entry-level** jobs that involve **some simple oral** communication, but in which tasks can also be **demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **difficulty** communicating with a person at this level.	• Understands **simple learned** phrases easily, and **some simple new** phrases containing familiar vocabulary, spoken **slowly** with **frequent repetitions**.	• Expresses **basic survival** needs, including asking and responding to related questions, using both **learned and a limited number of new phrases**. • Participates in basic conversations in **a few very routine social** situations (e.g. greeting, inviting). • Speaks with **hesitation** and frequent pauses. • **Some control** of **basic** grammar.	• Reads and understands **simple learned sentences** and **some new** sentences related to **immediate needs**; frequent misinterpretations.	• Writes **common words** and **simple phrases** related to **immediate needs**; **makes** frequent errors and needs **assistance**.	42-50

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
V	• Can satisfy **basic survival** needs and **some limited social** demands. • Can handle **jobs and job training** that involve following **simple oral** and **very basic written** instructions but in which most tasks can also be **demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **some difficulty** communicating with a person at this level.	• Understands **learned** phrases easily and **short new** phrases containing familiar vocabulary spoken **slowly with repetition**. • Has **limited** ability to understand on the **telephone**.	• Functions **independently** in most **face-to-face basic survival** situations but needs **some help**. • Asks and responds to direct questions on familiar and some unfamiliar subjects. • Still relies on **learned** phrases but also uses **new** phrases (i.e. speaks with **some creativity**) but with **hesitation** and pauses. • Communicates on the **phone** to express a **limited** number of **survival** needs, but with **some difficulty**. • Participates in basic conversations in a **limited number of social** situations. • Can occasionally clarify general meaning by simple rewording. • **Increasing**, but **inconsistent**, control of **basic** grammer.	• Reads and understands some **short simplified** materials related to **basic needs** with some misinterpretations.	• Writes **phrases** and **some short, simple sentences**, completes simplified forms. • Makes some errors; needs assistance.	51-57

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T SCORE
VI	• Can satisfy **most survival needs** and **limited social** demands. • Can handle **jobs and job training** that involve following **simple oral and written** instructions and diagrams. • A native English speaker **not used to** dealing with limited English speakers will be **able to communicate** with a person at this level on familiar topics, but with **difficulty and some effort**.	• Understands **conversations** containing **some unfamiliar** vocabulary on many **everyday** subjects, with a need for **repetition, rewording or slower speech**. • Has **some** ability to understand **without face-to-face** contact (e.g. on the telephone, TV)	• Functions **independently** in **most survival** situations, but needs **some help**. • Relies less on learned phrases; speaks with **creativity**, but with **hesitation**. • Communicates on the **phone** on **familiar** subjects, but with **some difficulty**. • Participates with **some confidence** in **social** situations when addressed **directly**. • Can sometimes **clarify** general meaning by **rewording.** • **Control** of **basic** grammar evident, but **inconsistent**; may attempt to use more difficult grammar but with almost no control.	• Reads and understands **simplified** materials on **familiar** subjects. • May attempt to read **some non-simplified** materials (e.g. a notice from gas company), but needs a great deal of **assistance.**	• Performs **basic writing tasks** in a **familiar** context including short personal notes and letters (e.g. to a teacher or landlord). • Makes some errors; may need assistance.	58-64

306

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VII	• Can satisfy **survival** needs and routine **work** and **social** demands. • Can handle work that involves following **oral and simple written** instructions in **familiar and some unfamiliar** situations. • A native English speaker **not used to** dealing with limited English speakers can **generally communicate** with a person at this level **on familiar topics**.	• Understands **conversations** on most **every-day** subjects at **normal speed** when addressed **directly**; may need **repetition**, **rewording**, or **slower speech**. • Understands **routine work-related** conversations. • **Increasing** ability to understand **without face-to-face** contact (telephone, TV, radio). • Has **difficulty** following **conversation** between **native speakers.**	• Functions **independently** in **survival** and many **social and work** situations, but may need **help occasionally.** • **Communicates on the phone** on **familiar** subjects. • **Expands** on **basic ideas** in conversation, but still speaks with **hesitation** while searching for appropriate vocabulary and grammar. • Clarifies **general meaning** easily, and can **sometimes** convey **exact** meaning. • **Controls basic** grammar, but not more difficult grammar.	• Reads and **partially understands** some **non-simplified** materials on **everyday** subjects; needs assistance.	• Performs **routine writing** tasks within a **familiar** context. • Makes some errors; may need assistance.	65 +

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VIII	• Can participate effectively in **social** and **familiar work** situations. • A native English speaker **not used to** dealing with limited English speakers **can communicate** with a person at this level on **almost all topics**.	• Understands **general** conversation and conversation on **technical** subjects **in own field**. • Understands **without face-to-face** contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. • Understands **most** conversation between **native speakers**; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	• Participates effectively in **practical** and **social** conversation and in **technical** discussions in **own field.** • Speaks fluently in both **familiar and unfamiliar** situations; can handle problem situations. • Conveys and explains **exact meaning** of complex ideas. • **Good control** of grammar.	• Reads and understands **most non-simplified** materials including materials in own field.	• Performs writing tasks with reasonable accuracy to meet **social** and **basic work** needs.	
IX	• Can participate **fluently** and accurately in **practical, social, and work** situations. • A native English speaker **not used to** dealing with limited English speakers can communicate **easily** with a person at this level.	• Understands **almost all** speech in **any context**. Occasionally confused by highly colloquial or regional speech.	• **Approximates a native speaker's** fluency and ability to convey own ideas precisely, even in unfamiliar situations. • Speaks **without effort**. • **Excellent control** of grammar with no apparent patterns of weakness.	• Reads non-simplified materials.	• **Approximates** a **native speaker's** ability to write accurately.	
X	• Ability **equal** to that of a native speaker of the **same socio-economic level**.	• **Equal** to that of a **native speaker** of the same socio-economic level.	• **Equal** to that of a **native speaker** of the same socio-economic level.	• **Equal** to that of a **native speaker** of the same socio-economic level.	• **Equal** to that of a **native speaker** of the same socio-economic level.	

BIBLIOGRAPHY

BIBLIOGRAPHY

TITLE	ANNOTATED		TYPES OF MATERIALS LISTED		SOURCE
	Yes	No	Commercial	Non-Commercial	
BIBLIOGRAPHY OF BILINGUAL MATERIALS FOR CAREER/VOCATIONAL EDUCATION: A LIST OF BESC LIBRARY HOLDINGS, Revised edition Bilingual Vocational Education Project; 1980. Cost: $1.75 66 pages	X		X	X	2.
BILINGUAL VOCATIONAL EDUCATION LIBRARY BIBLIOGRAPHIC LIST, State Department of Education, Hartford, CT . Cost: Free 71 pages		X	X	X	1.
BILINGUAL VOCATIONAL INSTRUCTIONAL MATERIALS - CURRICULUM DEVELOPMENT RESOURCES AND PRIORITY AREAS, University of Hartford, August 1982 . Cost: Free 108 pages	X		X	X	1.
CALIFORNIA VESL RESOURCE DIRECTORY, VESL Staff Development Project, July 1981, Chinatown Resources Development Center. Cost: Free 223 pages	X		X	X	10.
CURRICULUM PUBLICATIONS CLEARINGHOUSE CATALOGUE, Western Illinois University, 1984-1985. Cost: Free 31 pages	X		X	X	2.
DIRECTORY OF EXEMPLARY VOCATIONAL EDUCATION PROGRAMS AND MATERIALS FOR SPECIAL POPULATION STUDENTS, Wright, Kim, Auril, Wing, Education and Research, Inc., 1984, Chancellor's Office, California Community College. Cost: Varies 74 pages	X			X	8.

BIBLIOGRAPHY

TITLE	ANNOTATED		TYPES OF MATERIALS LISTED		SOURCE
	Yes	No	Commercial	Non-Commercial	▨
NEW PERSPECTIVES VESL: AN ANNOTATED BIBLIOGRAPHY, Gustavo Valadez, January, 1983, Evergreen Valley College, California. Cost: Varies	X		X	X	8
1983-1984 CURRICULUM MATERIALS, New Jersey Vocational Education Resource Center.		X		X	31.
REFUGEE MATERIALS CENTER BIBLIOGRAPHY, James B. Tumy, Director, December 1, 1984, U.S. Department of Education, Region VII. Cost: Free 167 pages	X		X	X	1.
SPECIAL NEEDS POPULATIONS: ANNOTATED BIBLIOGRAPHIES ON BILINGUAL, CORRECTIONAL, MIGRANT, AND HANDICAPPED POPULATIONS WITH UNIQUE VOCATIONAL EDUCATION NEEDS, Center for Vocational Education, 1975, Columbus, OH. Cost: Varies 142 pages	X		X	X	8.
VOCATIONAL CURRICULUM RESOURCE FOR BILINGUAL STUDENTS: A GUIDE TO PRINT AND NON-PRINT INSTRUCTIONAL MATERIALS, R. Michael Mangano, Maryland Vocational Curriculum Research and Development Center, 1979. Cost: $5.00 144 pages	X		X	X	12.

INSTRUCTION

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./[illegible]	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
ACCOUNTING FOR KOREAN-SPEAKING STUDENTS, Project Mainstream, 1981, Illinois State Board of Education Cost: $4.25 Student Manual, 106 pages			Accounting			X		X	X	In native language	X		X	Kor Sp.		2.
ACCOUNTING SPANISH, Constanza Kempf, Project Mainstream, 1980, Illinois State Board of Education. Student Manual $2.25, 54 pages Teachers Manual $1.25, 14 pages			Accounting			X		X	X	In native language	X			Sp.		2.
ACTIVITIES FOR VESL VOCABULARY CARDS - AUTOMOTIVE MECHANICS, Gail Shay, 1984, Arizona Department of Education. Cost: Free 60 pages			Auto Mechanics			X	X			N/A	X					5.
ACTIVITIES FOR VESL VOCABULARY CARDS - COMPUTER LITERACY, Nancy Siefer, June 1984, Arizona Department of Education. Cost: Free 61 pages			Computer Literacy			X	X			VI, VII	X		X			5.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
ACTIVITIES FOR VESL VOCABULARY CARDS - FOOD SERVICE, Nancy Taylor, Materials, Developer, June, 1984, Arizona Department of Education. Cost: Free 61 pages		Food Service				X	X			VI, VII	X		X			5.
ACTIVITIES FOR VESL VOCABULARY CARDS - NURSING ASSISTANT, Gail Shay, June 1984, Arizona Department of Education. Cost: Free			Nursing Assistant			X	X			VI, VII	X					5.
APPLY NOW; PRE-VOCATIONAL LESSONS IN ESL, 1980, Indiana Department of Public Instruction. Cost: Varies 198 Pages	X			X			X		X	V,VI,VII	X					8.
AUTO MECHANICS, TROUBLESHOOTING DIALOGUES, Nancy Lee, 1984, School Board of Broward County, FL Cost: Copying and postage 12 pages			Auto Mechanics			X			X	IV-VI	X					35.
AUTO UPHOLSTERY ENGLISH FOR NON-NATIVE SPEAKERS, Toni Thomas, George Cooper, San Diego Community College District, 1982. Cost: Free 160 pages			Auto Upholstery			X	X		X	VI-VIII	X		X			1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Maint./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
AUTOMECHANICS, TUNE-UPS, Nancy Lee, 1984, School Board of Broward County, FL Cost: Copying and postage 4 pages			Auto Mechanic			X			X	IV-VI	X					35.
AUTOMOTIVE TECHNOLOGY, Jeff Galbraith, 1981, Elgin Community College. Cost: $3.50 Unpaged		Automotive Related Occupations				X	X		X	V,VI,VII	X					2.
BASIC CONCEPTS AND TECHNIQUES IN ACCOUNTING FOR SPANISH-SPEAKING STUDENTS, Jorge Castro, Project Mainstream, 1980, Illinois State Board of Education. Cost: Teacher's Manual $1.25 Student Book $2.25 Teacher's Manual, 59 pages Student Book, 75 pages			Accounting			X			X	In native language	X		X	Sp.		2.
BASIC CONCEPTS IN DRAFTING FOR SPANISH-SPEAKING STUDENTS, Jorge Castro, Project Mainstream, 1980, Illinois State Board of Education. Cost: Teacher's Manual $1.00 Student Book, $1.50 Teacher's Manual, 9 pages Student Book, 36 pages			Drafting			X		X	X	In native language			X	Sp.		2.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept	▨	Print	A-V or Computer	Teach. Manual	Bilingual	Tests	▨
BASIC PRINTING LANGUAGE FOR LEP STUDENTS, Mona Scheraga, Lawrence B. Mayo, 1983, Passaic High School, Passaic, NJ. Cost: $4.95 32 pages			Printing			X		X		VI,VII	X					32.
BILINGUAL VOCATIONAL GLOSSARY; AUTO BODY: VIETNAMESE-ENGLISH VERSION, Denver: Bilingual Vocational Instructional Aide Training Program, 1980. Cost: Free 7 pages			Autobody					X		In native language	X			Viet		1.
BILINGUAL VOCATIONAL GLOSSARY; AUTO MECHANICS: LAO-ENGLISH VERSION AND VIETNAMESE-ENGLISH VERSION: Denver, Bilingual Vocational Instructional Aide Training Program, 1980. Cost: Free 16 pages			Auto Mechanics					X		In native language	X			Lao. Viet		1.
BILINGUAL VOCATIONAL GLOSSARY; BASIC ELECTRONICS ASSEMBLY, VIETNAMESE-ENGLISH VERSION, Denver: Bilingual Vocational Instructional Aide Training Program, 1980. Cost: Free 11 pages			Electronics Assembly			X		X		In native language	X			Viet		1.

324
2

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
BILINGUAL VOCATIONAL GLOSSARY; ELECTRONIC ASSEMBLY: VIETNAMESE-ENGLISH VERSION, Denver: Bilingual Vocational Instructional Aide Training Program, 1980. Cost: Free 10 pages			Electronic Assembly			X		X		In native language	X			Viet.		1.
BILINGUAL VOCATIONAL GLOSSARY; OFFICE OCCUPATIONS: LAO-ENGLISH VERSION, Denver: Bilingual Vocational Instructional Aide Training Program, 1980. Cost: Free 16 pages			Office			X		X		In native language	X			Lao.		1.
BILINGUAL VOCATIONAL GLOSSARY; OFFICE OCCUPATIONS: VIETNAMESE/ENGLISH AND LAO/ENGLISH VERSIONS; Denver, Bilingual Vocational Instructional Aide Training Program, 1980. Cost: Free 10 pages			Office Occupations			X		X		In native language	X			Viet Lao.		1.
CABINETMAKING, Jointers, Nancy Lee, 1984, School Board of Broward County, FL Cost: Copying and postage 8 pages			Cabinet-making			X			X	IV-VI	X	II-III				35.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./	Voc. Trng.	Lang. Devel.	Glossary	Info/ Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
CAREER DEVELOPMENT FOR INDOCHINESE; A CURRICULUM GUIDE, Katz, Patricia Hawkins, et al, 1982, Chancellor's Office, CA Dept. of Education and CA Community College. Cost: $30.00 1200 pages				X	X				X	In native language	X		X	Cam Lao Viet		38.
CASHIERING, Cann, Levine, Concepcion, Dang, Hoang, 1984, Orange County Adult Basic Education, Florida. Cost: Free 4 pages			Cashier		X	X			X	VI-VII	X			Sp. Viet		1.
CHOOSING AN OCCUPATION, Como Elegir Una Ocupacion. Florida Department of Education, 1980. Cost: Teacher and Student Manuals $3.00 each Teacher Manual, 43 pages Student Manual, 121 pages	X			X					X	V,VI,VII	X		X	Sp		14.
CLEANING PATIENT UNITS, Sonia Koval, 1984, School Board of Broward County, FL Cost: Copying and postage 11 pages			Hospital House-keeping			X			X	III-V	X					35.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main/Adv	Voc Trng	Lang Devel	Glossary	Info/Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests	
CLOTHING CONSTRUCTION, Nancy Lee and Jennifer Epstein, 1982, School Committee of Broward County, FL Cost: copying and postage Unpaged			Sewing			X			X	III-IV	X		X		X	35.
CULINARY ARTS RESTAURANT MANAGEMENT, Kenneth Wright, 1980. Elgin Community College Cost: $3.25 51 pages			Food Service			X	X		X	V,VI,VII	X					2.
DRAFTING FUNDAMENTALS FOR KOREAN-SPEAKING STUDENTS, Project Mainstream, 1980, Illinois State Board of Education. Cost: $2.25 Student Book, 53 pages			Drafting			X		X	X	In native language	X			Kor		2.
DRAFTING GLOSSARY, Nancy Lee, 1984, School Board of Broward County, FL Cost: copying and postage 7 pages			Drafting			X		X		IV-V	X					35.
EMPLOYABILITY SKILLS FOR ESL STUDENTS, Ann Pope, Michele Blatti, Wichita Public Schools. Cost: Free 100 pages	X			X			X		X	V,VI,VII	X					1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	[illegible]	Voc. Trng.	Lang. Devel.	Glossary	Info/ Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
EMPLOYMENT OPPORTUNITIES, Wisconsin Resettlement Office. Cost: Free 43 pages	X			X					X	In native language	X			Viet		1.
ENGLISH FOR CLOTHING WORKERS, Jerri Crabtree, 1981, Moline, IL 32 pages		Clothing Workers			X		X		X	IV,V,VI	X					1.
ENGLISH FOR DRAFTING, George Peknik, 1982, DuPage County, IL (CETA) Teacher's Manual, 56 pages Text, 38 pages Cost: Free			Drafting	X		X	X		X	V,VI	X		X		X	1.
ENGLISH FOR FOOD SERVICE: AN ENGLISH FOR SPECIFIC PURPOSES COURSE, George Peknik, 1982, DuPage County, IL (CETA) Teacher's Manual, 78 pages Student Book, 56 pages Cost: Free		Food Service			X	X	X			IV,V	X		X		X	1.
ENGLISH FOR THE WORK-PLACE: AN ENGLISH FOR SPECIFIC PURPOSES COURSE, George Peknik, 1982, DuPage County (IL) (CETA) Teacher Manual, 78 pages Student Manual 56 pages Cost: Free	X				X					IV,V	X		X			1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Maint./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
ENGLISH FOR YOUR FIRST JOB: A BEGINNING VOCATIONAL ESL TEXTBOOK, David Prince, 1980, Washington State Supt. of Public Instruction. 130 pages	X				X		X			II,III,IV	X					1.
ENGLISH IN THE JOB MARKET - A COURSE FOR ESL STUDENTS IN VOCATIONAL AND TECHNICAL PROGRAMS, Margaret Sexton Moore, October 1984, Seattle Comunity College District VI 110 pages	X						X			VI,VII	X		X			1.
ENGLISH SPECIAL PURPOSES - LICENSED PRACTICAL NURSES RETRAINING PROGRAM FOR REFUGEES, Adele Hansen, 1984, University of MN			Nursing		X	X			X	VIII	X					1.
ENGLISH SPECIAL PURPOSES - MACHINE TOOL OPERATION TRAINING, Adele Hansen, 1984, University of MN 64 pages			Machine Tool Operations			X	X		X	VII	X					1.
ENGLISH WORKS, CURRICULUM GUIDE, LEVEL 3/4, Erzen and Schneider, August 1983, Portland OR Community College 60 pages text 80 pages, worksheets	X			X	X		X		X	V	X		X			1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
ENGLISH WORKS, CURRICULUM GUIDE, LEVEL 5/6, Erzen and Schneider, 1983, Portland OR Community College 10 pages	X			X	X		X		X	VI,VII	X		X			1.
ENGLISH WORKS, WORKSHEETS, LEVEL 5/6, Erzen and Schneider, 1982. 51 pages	X			X	X		X		X	VI,VII	X		X			1.
VISUALS FOR ENTRY LEVEL JOBS - ENGLISH WORKS LEVELS 3/4, 5/6	X			X	X					V-VII	X					1.
FARMING (VESL), Roberta Merker, 1984, San Diego Community College District Foundation, Inc., 1984. Unpaged			Farming			X	X		X	V and up	X					1.
FILE CLERK, Nancy Lee, 1984, School Board of Broward County, FL Cost: Copying and postage 5 pages			Filing			X			X	IV-V	X					35.
FOOD PRODUCTION, CUTTING TOOLS, McCleary, Lee, Wishinsky, Stern, July, 1982, School Board of Broward County, FL Cost: Copying and postage 18 pages			Food Production			X			X	IV-V	X		X			35.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/ Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests	
FOOD PRODUCTION, MISCELLANEOUS TOOLS, Lee, Wishinsky, Stern, 1984, School Board of Broward County, FL Cost: Copying and postage 12 pages			Food Production			X			X	IV-V	X		X			35.
FOOD PRODUCTION SAFETY, Karen Cann, Judy Levine, Olga Concepcion, Hoe Dang, Hank Hoang, 1984, Orange County Basic Adult Education, Orlando, FL. 27 pages			Food Production		X				X	In native language	X			Sp. Viet		1.
FOOD PRODUCTION SERVING AND MIXING TOOLS, McCleary, Lee, Wishinsky, Stern, July, 1982, School Board of Broward County, FL Cost: Copying and postage 18 pages			Food Production			X			X	II-IV	X		X			35.
FOOD PRODUCTION CUTTING TOOLS, McCleary, Lee, Wichinsky, Stern; July, 1982, School of Broward County, FL Cost: $8.25			Food Production		X	X			X	II-IV	X					35.
FOOD SERVICE VESL, J. Hubbell, no date, Champaign OIC Refugee Program. Unpaged		Food Service			X		X			II,III,IV	X					1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Maint/Adv	Voc Trng	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests	
GLOSSARY OF HEATING AND AIR CONDITIONING (SPANISH-ENGLISH VERSION, VIETNAMESE-ENGLISH VERSION), Menomonie, WI: Bilingual Vocational Training Project, 1979. 8 pages			Heating, Air Conditioning			X		X			X			Sp. Viet		1.
GUIDE TO BILINGUAL VOCATIONAL ENGLISH, ENGLISH-CREOLE, Marie Jocelyne, T. Levy, Pierre Toussaint, Haitian Catholic Center 40 pages			Housekeeping Sewing Cooking Carpentry Mechanic					X	X		X			Creole		1.
HEALTH/HOME HEALTH AIDE, Corrine Layton, San Diego Community College District Foundation, Inc., 1984. Cost: Free Non-paginated			Home Health Aide			X	X		X	IV-VII			X			1.
HELLO, COMMUNITY, Louise Locketz, 1979, St. Paul (MN) Public Schools. 47 pages	X			X			X		X	IV,V	X					1.
HOMEMAKER:CLEANING, Nancy Lee, Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL 12 pages			Housekeeping		X	X	X		X	II-VI	X					1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main/ten	Voc Trng	Lang Devel	Glossary	Info/Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests	
HOMEMAKER:PREPARING MEALS, Nancy Lee, Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL 17 pages			Housekeeping/ Kitchen Helper		X	X	X		X	IV-VI	X					1.
HOTEL-MOTEL: BARTENDER, Nancy Lee, Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL 12 pages			Bartending		X	X			X	IV-VI	X					1.
HOTEL-MOTEL:BELLHOP, Nancy Lee, Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL 13 pages			Bellhop		X	X			X	IV-VI	X					1.
HOTEL-MOTEL: DESK CLERK Nancy Lee, Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL 13 pages			Hotel Desk Clerk		X	X			X	IV-VI	X					1.
HOTEL-MOTEL: HOUSEKEEPER, Nancy Lee and Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL 12 pages			Hotel Housekeeping		X	X			X	IV-VI	X					1.
HOTEL-MOTEL: SWITCHBOARD OPERATOR, Nancy Lee, Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL. 10 pages			Switchboard Operator			X			X	IV-VI	X					1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Mntc./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests	
HOUSEKEEPING EQUIPMENT AND SUPPLIES, Sonia Kouaf, 1984, School Board of Broward County, FL 14 pages Cost: Copying and postage			Hotel Housekeeping			X			X	III-VI	X					35.
HOUSEKEEPING... GOOD MORNING/ VOCATIONAL ESL FOR HOTELS, Anne Lomperis More, Edward W. Schiffer, Maluve Martin, 1984, Christian Comunity Service Agency and Miami Dade Community College. Cost: Teacher Manual $10-15 Student Book and Tape $5.00 Teacher Manual, 188 pages Student Book, 33 pages			Hotel Housekeeping		X		X		X	II-IV	X	Tape	X		X	3.
HOUSING MAINTENANCE AND REPAIRS COURSE OUTLINE, 1984, Bronx Community College. Outline, 6 pages Accompanying lesson plans, 36 pages			X			X			X	III-V	X			X Sp.		26.
HOUSING MANAGEMENT COURSE OUTLINE, 1984, Bronx Community College Outline, 6 pages Accompanying lesson plans, 32 pages			X			X			X	IV-VI	X			X Sp.		26.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
ILLUSTRATED GLOSSARY OF BASIC CLOTHING LANGUAGE FOR LEP STUDENTS AND OTHERS, Mona Scheraga and Jean Darcy Maculaitis, June 1982, Passaic High School, Passaic, NJ Cost: $4.95 32 pages			Clothing Construction			X		X		VI-X	X		X			32.
INDOCHINESE JOB CLUB, Sue Barausky, 1984, Elgin, IL YWCA. Cost: Free Unpaged	X			X					X	V,VI,VII	X				X	1.
INFORMATION INTERVIEWING STEP BY STEP, Joe Cooney, Director, 1984, San Mateo County Office of Ed. Cost: $12.00 - Manual $30.00 - Micro Program	X										X	Apple TRS-80				6.
INTRODUCTION TO ELECTRICITY, Cann, Levine, Concepcion, Dang, Hoang, 1984, Orange County B.A.E. 24 pages			Electrician			X			X	VII-IX	X			Sp. Viet		1.
JANITORIAL VESL, Springfield Refugee Program, 1981. Unpaged Cost: Free		Janitorial			X	X	X			II,III,IV	X					1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc Trng.	Lang Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests	
JOB-GETTING IDEAS FOR VIETNAMESE AND OTHER NEWCOMERS, William F. Banaghan, 1976, Contra Costa County (CA) Supt. of Schools 16 pages	X			X					X	In native language	X			Viet.		1.
JOB HUNTING KNOW-HOW FOR BEGINNERS-HELPFUL HINTS ABOUT WHERE TO LOOK AND HOW TO PREPARE FOR A JOB., Heartland Area Education Agency, Ankeny, IA Cost: Free 19 pages	X			X					X	In native language	X			Lao.		1.
JOB HUNTING KNOW HOW-TIPS ON LOOKING FOR A JOB, Heartland Area Eduation Agency, Ankeny, IA, Cost: Free 14 pages	X			X					X	In native language	X			Viet		1.
JOB SEARCH: ESL HANDBOOK, Jerri Crabtree, 1982, Moline, IL: Black Hawk College. 68 pages	X			X			X		X	V,VI,VII	X					1.
JOB HUNTING KNOW HOW GENERAL FOR BEGINNERS, (Tips on Looking for a Job), Heartland Area Education Agency, Akeny, IA. Cost: Free 14 pages	X			X					X	In native language	X			Viet Lao.		1.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
JOBS USA, Good Samaritan Center, Holland, Michigan, Cost: Free 43 pages	X			X				X	X	VI,VII	X					1.
KEYPUNCH FOR KOREAN STUDENTS, Helen C. Lee, 1980, Illinois State Board of Education. Cost: Teacher Manual $3.00 Student Book $3.50 Teacher Manual, 65 pages Student book, 91 pages			Keypunch			X		X	X	In native language	X		X	Kor.		2.
KEYPUNCH FOR SPANISH-SPEAKING STUDENTS, Elizabeth Maschwitz, 1980, Illinois State Board of Education. Cost: Teacher Manual $3.50 Student Book $4.00 Teacher Manual, 65 pages Student Book, 109 pages			Keypunch			X		X	X	In native language	X		X	Sp.		2.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests	
MACHINE SHOP FUNDAMENTALS, Waubonsee Community College (IL), 1982 Cost: Part I $ 8.75 Part I Stud. Workbk 8.00 Part II 12.25 Part II Stud. Wkbk. 10.50 Voc.Instr. Manual 8.25 VESL Instr. Manual 16.25 Spanish Supplement 4.50 Vietnamese Supplement 3.25 Laotian Supplement 6.25		Machine Shop				X			X	V,VI,VII	X		X	Sp. Viet Lao		2.
MACHINE TOOL, Black Hawk College Indochinese Program, no date. 51 pages			Machine Tool	X		X	X	X	X	V,VI,VII	X			Viet Lao		1.
MACHINE TOOL OPERATOR VESL, Peoria Catholic Social Services, 1981. 193 pages			Machine Tool	X		X	X	X	X	VI,VII	X			Lao Viet		1.
MAKING ENGLISH WORK, Florence Young, Coastline Community College. 231 pages	X			X	X		X		X	I	X					1.
NCR 4200 TERMINOLOGY, Nancy Lee, 1984, School Board of Broward County, FL 7 pages			Cashier			X			X	V-VII	X					35.

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	Job Main/ Adv	Voc Trng	Lang Devel	Glossary	Info/ Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests
NEW LIFE, A NEW JOB, LEVELS 1 AND 2, TEACHER'S GUIDE AND STUDENT STUDY BOOK, Ron Feldman and Roberta Hayden, 1983, Colorado Dept. of Ed., CRESL Project. Teacher Guide, 39 pages Student Guide, 119 pages	X			X	X		X		X	II-IV	X		X		X
NEW LIFE, A NEW JOB, LEVEL 3 TEACHER'S GUIDE AND STUDENT STUDY BOOK, Ron Feldman and Roberta Hayden, 1983, Colorado Dept. of Ed., CRESL Project. Teacher Guide, 40 pages Student Guide, 153 pages	X			X			X			IV-VI	X		X		
PREPARATION FOR THE WORLD OF WORK TRAINING SESSIONS, Patricia Kurtz, 1981, San Mateo County Office of Ed. Cost: $12.00	X			X	X					III-VI	X				
PRE-VOCATIONAL CONCEPTS IN VOCABULARY DEVELOPMENT FOR THE ESL STUDENT, ESL Instructors of Western Wisconsin Technical Institute, 1983. Cost: Free Unpaged	X			X		X	X	X		VII-X	X		X		

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	Job Main/ Adv	Voc. Trng	Lang Devel	Glossary	Info/ Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests
REFUGEES' GUIDE FOR JOB OPPORTUNITY, New York City Refugee Employment Project, 1984. Cost: $1.00 per copy 92 pages	X			X					X	In native language	X			Viet Per. Rus. Cam.	
SAFETY IN THE LABORATORY, Cann, Levine, Concepcion, Dang, Hoang, 1984, Orange County Basic Adult Education, Orlando, FL. 28 pages		Laboratory Work or Training			X	X		X	X	In native language	X			Viet Sp.	
SAFETY IN THE PRINT SHOP, Mona Scheraga, Lawrence Mayr, 1985, Passaic High School, Passaic, NJ			Printing		X		X		X			Slides Audio-tape			
SALES CLERK; CLOTHING STORE, Nancy Lee and Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL. 16 pages			Sales Clerk		X	X	X	X	X	IV-VI	X	Cassette Tape-Recorder			
SALES CLERK; DRUG STORE, Nancy Lee and Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL. 12 pages			Sales Clerk		X	X	X	X	X	IV-VI	X				

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests
SALES CLERK: HARDWARE STORE, Nancy Lee and Harry Harper, 1979, Orange County Basic Adult Education, Orlando, FL 11 pages		Sales Clerk			X	X	X	X	X	IV-VI	X				
SOUTHEAST ASIAN JOB INFORMATION BOOKLET, Area Education Agency 11 (Ankeny IA), 1983. 214 pages	X			X				X		V,VI,VII				Viet Lao Cam	
SPEAKING ON THE JOB WITH JOB SPECIFIC MATERIALS (Rationale and Ten Dialogs with Curriculum and Supplementary Materials), Sheila Getzen, RCA Services Company, Services Division, Cost: $15 plus postage 35 pages	X				X		X		X	VI-X	X				
STEPS TO GETTING A JOB - A UNIT OF STUDY DESIGNED TO TEACH STUDENTS JOB SEEKING SKILLS, Edna Arbelman, Phil Shoff, San Mateo County Office of Education Cost: $12.00 104 pages	X			X					X	IV-VII	X				

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	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept	▨	Print	A-V or Computer	Teach. Manual	Bilingual	Tests
STUDY GUIDE AND HANDOUT MATERIALS FOR JOB SEARCH FOR REFUGEE PROFESSIONALS, Dean Brianik, International Institute of Jersey City, NJ Cost: $10.00 30 pages	X			X						IX, X	X				
SYLLABUS FOR THE MACHINE SHOP AND VOCATIONAL ENGLISH CLASSES, Rock Valley College (IL), no date, Indochinese Refugee Training Program. Various pagings		Machine Shop		X		X			X	IV, V	X				X
TEACHER'S CURRICULUM GUIDE TO PRE-VOCATIONAL VOCABULARY DEVELOPMENT - AN AURAL COMPREHENSION APPROACH, PHASE I, Dorothy Grover, Diedre Cain, 1981, revised 1982, Portland Community College, OR. 60 pages	X			X			X	X		II, III	X		X		X
TEACHER'S CURRICULUM GUIDE TO PRE-VOCATIONAL VOCABULARY DEVELOPMENT - AN AURAL APPROACH, PHASE II, Dorothy Grover, Diedre Cain, 1981, revised 1982, Portland Community College, OR; 72 pages	X			X			X	X		IV, V	X		X		X

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TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	Job Main/ Adv	Voc. Trng.	Lang. Devel.	Glossary	Info/ Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Test
TECHNICAL ESL; MACHINE SHOP MATERIALS, Minnesota State Department of Education, no date. Various pagings		Machine Shop				X	X		X	V,VI,VII	X				
TOPPINGS FOR CAKES, TYPES OF TOPPINGS, Cann, Levine, Concepcion, Dang, Hoang, 1984, Orange County Basic Adult Education, Orlando, FL. Unpaged			Cake Decorating		X	X			X	VI,VII	X			Sp.	
TRAINING MANUAL (SPANISH) FOR SMALL ENGINE REPAIR, Mt. McGregor Correctional Facility, State of New York, Department of Corrections 30 pages			Small Engine Repair			X			X	In native language	X		X	Sp.	
TWENTY TRADES TO READ ABOUT (LEAMOS SOBRE VEINTE OCUPACIONES), Robyn Lamatino, 1978, Rutgers Univ. Vocational Technical Curr. Lab. Cost: $8.00 154 pages	X	Variety of areas	Variety of specific occupations					X	X	V,VI,VII	X			Sp.	
TYPEWRITER TERMINOLOGY, Cann, Levine, Concepcion, Dang, Hoang, 1984, Orange County Basic Adult Education Unpaged		Clerical			X	X		X	X	VII-IX	X			Sp. Viet	

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	Job Retn./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests
USING MEDICAL ENGLISH: FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, David John Lachowitz, 1974, Chicago: American Medical Assoc. 272 pages		Medical					X		X	VII-X	X				
VESL FOR ACCOUNTING Resource Development Project, 1981, Illinois State Board of Education. Cost: Teacher Manual $2.50 Student Book $3.50 Teacher Manual, 9 pages Student Book, 38 pages			Accounting	X		X	X		X	V,VI,VII	X		X		
VESL FOR BLUEPRINT READING, Linda Krueger, 1981, Peoria Catholic Social Service Resettlement Organization. 109 pages		Blueprint Reading				X	X	X	X	V,VI	X			Lao Viet	
VESL FOR DRAFTING Resource Development Project, 1981, Illinois State Board of Ed. Cost: Teacher Manual $1.50 Student Manual $2.75 Teacher Manual, 41 pages Student Manual, 90 pages			Drafting	X		X	X			V,VI,VII	X		X		X

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	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept	▨	Print	A-V or Computer	Teach. Manual	Bilingual	Tests
VESL FOR ELECTRONIC ASSEMBLY, John Latkiewicz, 1982, Salt Lake Skills Center. 54 pages			Electronic Assembly			X	X			I-IV	X				
VESL FOR ELECTRONICS ASSEMBLY, Judy Richonne, San Diego Community College District Foundation, Inc., 1984 Cost: Free 62 pages			Electronic Assembly			X	X		X	VI and up					
VESL FOR GARDENING, Robert Bryan Anderson, SDCCD Foundation, 1984. Cost: Free Unpaged			Gardening			X	X		X	V and up	X				
VESL FOR JANITORIAL SERVICES, R. MacFarlane, San Diego Community College District, 1984. Cost: Free 155 pages			Janitor			X	X		X	V-VIII	X		X		
VESL FOR JOB SEARCH, Roberta H. Merker, San Diego Community College District Foundation, Inc., 1984. Cost: Free 250 pages	X			X			X		X	VI-VII (adaptable)					

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	[illegible]	Voc. Trng.	Lang. Devel.	Glossary	Info/ Concept		Print	A-V or Computer	Teach Manual	Bilingual	Tests
VESL FOR KEYPUNCH, Joanne Kalnitz, 1981, Truman College (IL). Cost: Teacher Manual $2.00 Student Manual $3.25 Teacher Manual, 40 pages Student Manual, 87 pages			Keypunch Operation	X		X	X			IV,V,VI	X		X		
VESL FOR RETAILING, Roberta MacFarlane, San Diego Community College District Foundation, Inc., 1984. Unpaged		Retailing				X	X		X	V and up					
VESL FOR SEWING, Phyllis Goddard, Roberta MacFarlane, San Diego Community College District Foundation, 1984. 95 pages			Sewing			X	X		X	IV and up					
VESL SECRETARIAL SCIENCE INSTRUCTION MANUAL: FINDING AND KEEPING A JOB, Barbara Showers, 1983, Maricopa Community College District. 156 pages		Secretarial Sciences			X		X		X	VIII	X		X		X
VESL WELDING MATERIALS, LuAnn Lamp, 1980, Elgin (IL) Community College. Unpaged			Welding	X		X	X			III,IV,V	X				
VESOL/MACHINE SHOP, Nancy Lee, School Board of Broward County, Florida. Unpaged			Machine Shop					X	X	III-VI	X				

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	[illegible]	Voc. Trng.	Lang Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach Manual	Bilingual	Test
VESOL/MASONRY, VOCATIONAL EDUCATION/SPECIAL NEEDS, Nancy Lee, 1982, School Board of Broward County, FL Unpaged, separate packets			Masonry			X	X		X	II and III	X				X
VESOL/GRASS MANAGEMENT, VOCATIONAL EDUCATION/SPECIAL NEEDS, Nancy Lee, 1982, School Board of Broward County, FL 9 pages			Lawn Maintenance			X			X	II-III	X				X
VIVA: Vital Information for Vocational Alternatives, no date, Santa Clara County (CA) Supt of Schools. Unpaged			X	X					X	VI,VII	X			Viet.	
VOCATIONAL ESL MATERIALS - SERVICE RELATED JOBS, Barbara L Jaharian, 1984, Alexandria Employment Training Center. 7 pages		X			X	X	X	X		III-V	X				
WELDING PROGRAM, Jeff Galbraith, 1981. Elgin Community College. Cost: $3.25 90 pages			Welding			X	X		X	V,VI,VII	X				

INSTRUCTION

TITLE	VESL TYPE			CONTENT AREA			CONTENT FOCUS			LEVEL	MEDIA		SUPPORT		
	General	Cluster	Occupation Specific	Job Search	Job Main./Adv.	Voc. Trng.	Lang. Devel.	Glossary	Info/Concept		Print	A-V or Computer	Teach. Manual	Bilingual	Tests
WORLD OF WORK: JOB CLUB FOR ESL, Alice Roelofs, et al. Michigan, Department of Education, no date. Teachers Guide and Student Worksheets in one packet. Cost: $40.00 187 pages	X			X			X		X	V,VI,VII	X		X		
WOODWORKING SAFETY INSTRUCTIONS (& TESTS), Beaverton (OR) School District 48, 1980. unpaged		Woodworking				X		X	X	VI,VII	X			Viet Lao Cam	
YOUR JOB SEARCH; EN BUSCA DE EMPLEO, Student Book, Teacher Book, 1980, Florida Department of Education. Cost: Teacher and Student Manuals, $3.00 each 70 pages	X			X					X	V,VI,VII	X		X	Sp.	

MANAGEMENT AND SUPPORT

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./Place.	
ABE-IN-INDUSTRY HANDBOOK, Travis County Adult Basic Education Co-Op, Adrianne Barrera, June 1984, Austin Community College, Austin, TX. 106 pages	X		X	X	X	X		X		X	1.
APPROACHES TO EMPLOYMENT-RELATED TRAINING FOR ADULTS WHO ARE LIMITED ENGLISH PROFICIENT, Nick Kremer, Editor, K. Lynn Savage, Project Director Cost: Free; $1.80 postage 82 pages	X	X	X		X						10.
ADULT VOCATIONAL ESL, JoAnn Crandall, 1979, Center for Applied Linguistics. 27 pages	X	X	X	X	X						8.
ASSESSING SUCCESSFUL STRATEGIES IN BILINGUAL VOCATIONAL TRAINING PROGRAMS, Rudolph C. Troike, 1981, Washington: U.S. Dept. of Education. Cost: $11.25 238 pages	X	X	X		X						9.
AUTOBODY REPAIR (MULTICULTURAL-BASED VOCATIONAL CURRICULA), Masako T. Shin, 1981, Illinois State Board of Education Cost: $4.50			Autobody Repair	X							2.
AUTOMOTIVE MECHANICS (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULA), Masako T. Shin, 1981, Illinois State Board of Education. Cost: $11.50			Auto Mechanics	X							2.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./Place.	
BILINGUAL VOCATIONAL TRAINING PROGRAMS MANUAL FOR INSTRUCTORS, Connecticut State Department of Education, Div. of Vocational/Technical Schools, 1982. 33 pages			X	X	X	X				X	19.
BILINGUAL VOCATIONAL TRAINING WITH TRAINERS AND TRAINEES: CONCEPTS AND APPLICATION, Dennis Sayers, May 1980, Connecticut State Department of Education. Cost: Free 45 pages	X		X		X	X		X	X	X	1.
CALIFORNIA CULTURAL AWARENESS RESOURCE GUIDE, Cultural Awareness Training Project, Chinatown Resources Development Center, San Francisco, CA Cost: $2.00 146 pages	X					X	Across all cultures				10.
CAREER COUNSELING MATERIALS AND TECHNIQUES FOR USE WITH VIETNAMESE, Patricia Hawkins Katz, 1981, San Jose Community College District. Cost: $15.00 339 pages, worksheets	X		Different Careers	X			Vietnamese	X	X	X	38.
CAREER PLANNING FOR CHICANO/LATINO STUDENTS, Denise Douglas, et al, 1982 and 1984, Career/Vocational Education and Development Department, Santa Clara County Office of Education Cost: $15.00 148 pages	X			X	X				X		4.

MANAGEMENT AND SUPPORT

TITLE	VESL TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Access.	Coun-seling	Job Devel./Place.	
CASAS COMPETENCY LIST, Patricia Rickard, Project Director, June 1984, CASAS Project. Cost: $2.00 13 pages	X				X					X	47.
CASAS CURRICULUM MATRIX, Patricia Rickard, Project Director, 1984, CASAS Project. Cost: $4.00 61 pages	X				X					X	47.
CASAS LIFE SKILLS COMPETENCY LIST, CASAS Consortium, 1983, CASAS. Cost: $2.00 14 pages	X		X		X	X				X	47.
CASAS MACHINE SHOP READING AND LISTENING TESTS, Patricia Rickard, Project Director, CASAS Project.			Machine Shop	X				X			47.
CASAS PRE-VOCATIONAL SURVEY ACHIEVEMENT TEST, Patricia Rickard, Project Director, CASAS Project.	X			X				X			47.
CASAS USER'S GUIDE FOR VOCATIONAL ASSESSMENT INSTRUMENTS FOR YOUTH AND ADULTS, Patricia Rickard, Project Director, CASAS Project.	X		Variety of occupations included	X				X			47.
CBAE NETWORK, AVAILABLE RESOURCES FOR CBAE, ESL AND VOCATIONAL EDUCATION, Richard Eason, 1984, CBAE Network, U.S. Department of Education	X	X	X	X	X	X					16.

MANAGEMENT AND SUPPORT

TITLE	VESL TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel	Program Design	Staff Training		Student Access	Coun-seling	Job Devel/ Place.	
CLERICAL CLUSTER (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULA), Masako T. Shin, 1981, Illinois State Board of Education Cost: $12.00 Various pagings		Clerical		X							2.
COMBINATION WELDING (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULA), Masako T. Shin, 1981, Illinois State Board of Education Cost: $5.25			Welding	X							2.
COMPETENCY-BASED JOB DESCRIPTIONS (ENTRY LEVEL JOBS), Vocational Education Special Projects, 1984, San Mateo County Office of Education. Cost: $100.00 1400 pages	X		Variety of occupations	X	X			X	X	X	6.
COMPETENCY-BASED TEACHER EDUCATION WORKSHOPS IN CBE/ESL, Schaffer and Van Duzer, June 1984. Cost: Free 144 pages	X				X	X					37
COMPETENCIES FOR VOCATIONAL EDUCATORS SERVING LEP STUDENTS, Meredith E. McCleary, Nancy J. Lee, 1983-1984, School Board of Broward County, Florida.	X	Variety of occupations	Variety of occupations	X	X	X					35
COMPUTER-ASSISTED LANGUAGE LEARNING IN BILINGUAL VOCATIONAL EDUCATION, Dennis Sayers, 1984, Connecticut State Department of Education. 58 pages	X				X	X				X	9.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Counseling	Job Devel./Place.	
CULTURAL SENSITIVITY AND COMMUNICATION WORKSHOP FOR EMPLOYERS/CO-WORKERS OF LIMITED-ENGLISH PROFICIENT EMPLOYEES, Jenise Rowekamp, 1984. Cost: Free 4 pages	X					X	X			X	1.
DEVELOPING AN 'AT THE WORKSITE' EMPLOYMENT-RELATED ESL PROGRAM AT AN INDUSTRIAL PLANT, Literacy '85, 1985. Cost: $5.00 Unpaged	X		Computer Assembly	X	X						13.
DEVELOPING CULTURAL ORIENTATION MATERIALS, Linda Mrowicki and Tipawan Reed, Northwest Eduational Cooperative, 1983. Cost: $3.50 ($1.00 postage) 39 pages	X					X	Indo-Chinese				41
DEVELOPING A JOB CLUB CURRICULUM, Linda Mrowicki, 1983, Northwest Educational Cooperative, Arlington Heights, IL Cost: $4.00 ($1.25 postage) 57 pages	X			X						X	41
DEVELOPING VESL MATERIALS FOR THE JOB SITE, Linda G. Mrowicki, 1983, Northwest Educational Cooperative, Arlington Heights, IL. Cost: $4.00 ($1.25 postage) 86 pages			Variety of occupations included			X					41
ELGIN, ILLINOIS JOB CLUB/WORKSHOP PROGRAM DESCRIPTION AND CURRICULUM, Joan Berna, Project Director, September 1984, Elgin, IL YWCA	X			X	X					X	1.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training	▨	Student Assess.	Coun-seling	Job Devel./Place.	▨
ENGLISH AT WORK, Literacy '85, St. Paul, MN Cost $5.00 59 pages	X		X		X	X		X		X	13.
ENGLISH FOR VOCATIONAL OR ON-THE-JOB TRAINING, Idaho Refugee Services Program, Manpower ESL Project. 7 pages	X		Variety of occupations included	X	X					X	1.
ENTRY STANDARDS ASSESSMENTS (ESA'S), Vocational Education Special Projects, San Mateo County Office of Education. Cost: $46.00 Answer Keys, $1 each			Variety of occupations included	X	X			X	X		6.
ESL/EMPLOYMENT SURVEY - JOB RELATED PROBLEMS IDENTIFIED BY EMPLOYERS OF INDOCHINESE, Margaret Wilke, March 1983, Literacy '85. Cost: $3.00 41 pages			Variety of occupations included		X	X				X	13.
ESL.GRAM, CULTURE AND LANGUAGE EXCHANGE FOR TEACHERS, Edited by William Reich and Carolyn Moore, printed bi-monthly by U.S. Catholic Conference. Cost: Free	X	X	X	X	X						33.
ESL IN THE WORKPLACE, ENGLISH FOR SPECIFIC PURPOSES IN THE WORK SETTING, (Adult Education Series #14), 1982. Center for Applied Linguistics Cost: Free 27 pages	X	X	X	X	X						1.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT		
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training	▨	Student Assess.	Coun-seling	Job Devel./Place.
FIBERGLASS TECHNICIAN (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULA), Masako T. Shin, 1981, Illinois State Board of Education Cost: $6.65			Fiberglass Technician	X						
FINAL REPORT - NEW HAMPSHIRE VESL PROJECT, Donald Fleming, Mark Ankarberg, June 30, 1980. 87 pages	X		Variety of occupations included		X					
FINAL REPORT VESL IN INDUSTRY PROJECT, David Prince, 1983, Edmonds Community College. 35 pages	X		Variety of occupations included		X					X
FOOD SERVICE (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULA), Masako T. Shin, 1981, Illinois State Board of Education Cost: $8.25		Food Service		X						
GUIDE TO JOB DEVELOPMENT IN ILLINOIS ADULT INDOCHINESE REFUGEE PROGRAMS, David J. Rogers, 1981, Northwest Educational Cooperative. Cost: $4.50 ($.85 postage) 36 pages	X					X				X
GUIDE FOR ENGLISH AS A SECOND LANGUAGE, Green, Bialobrzeski, Fitzgerald, CT State Dept. of Education, Bureau of Youth Employment and Training Services 49 pages	X			X		X				X

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT		
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training	▨	Student Assess.	Coun-seling	Job Deve Place.
A GUIDE TO JOB DEVELOPMENT, David Rogers, Northwest Educational Cooperative, 1981. Cost $4.50 ($.85 postage) 36 pages	X					X				X
GUIDE TO MANPOWER/VOCATIONAL ESL (Adult Education Series, 1981) Center for Applied Linguistics Cost: Free 50 pages	X	X	X	X	X					
HANDBOOK FOR THE VESL TEACHER, ILLINOIS ADULT INDOCHINESE REFUGEE CONSORTIUM, 1981. Cost: $3.00 ($.85 postage) 33 pages	X	X	X			X				
HORIZON: AN OVERVIEW OF VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING SERVICES FOR LIMITED-ENGLISH PROFICIENT PERSONS IN CALIFORNIA, Dale J. Rezabek, 1981, CA Advisory Council on Voc. Ed. Cost: $7.10 171 pages	X	X	X		X					
HUONG-DAN SINH HOAT TRONG DOI SONG MOI, Van Phong Phu-Trach DinhCu Nguoi Ti Nan Viet Nam, Tai Vung VII, June 1977, State of Maine, Division of Community Services 68 pages	X			X	X		Vietnamese			X

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./Place.	
HUONG DAN VE TIM VIEC CHO NGUOI TY NAN (A REFUGEE'S GUIDE FOR JOB OPPORTUNITIES), Hoang, Nang Oanh, 1981, School Board of Pinellas County, Florida. 28 pages Vietnamese/English	X						Bilingual VN-English			X	14.
IDENTIFICATION AND ASSESSMENT OF LIMITED ENGLISH PROFICIENT STUDENTS IN VOCATIONAL EDUCATION: A HANDBOOK FOR PROCEDURES, TECHNIQUES, AND RESOURCES, Rosemary Cadova, 1982, Illinois State Board of Education. Cost: $7.50 230 pages		X	X		X			X	X		2.
IMPROVING TECHNIQUES IN TEACHING ENGLISH FOR THE JOB: A HANDBOOK, Ross MacDonald, 1982, Inter-America Research Assoc., Rosslyn, VA. Cost: $5.75 134 pages		X	X	X							9.
INDUSTRY'S REACTION TO THE INDOCHINESE, John Latkiewicz, 1981, Skills Center, Utah Technical College. 147 pages	X				X	X			X	X	8.
JOB PLANNING MANUAL, San Mateo County Office of Education, 1983. Cost: $12.00 2 group exercises	X			X					X		6.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./Place.	
LESSON PLANNING TECHNIQUES FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE, William Reich and Carolyn Moore, November, 1984, Office of Program Development, Migration and Refugee Services. 30 pages	X			X	X	X					33.
LIMITED ENGLISH PROFICIENT STUDENTS IN VOCATIONAL EDUCATION: A HANDBOOK FOR VOCATIONAL EDUCATORS, Allen Phelps, 1982, Illinois State Board of Education, Cost: $1.25 28 pages		X	X			X					2
MACHINE TRADES (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULUM), Masako T. Shin, 1981, Illinois State Board of Education Cost: $7.25 Various Pagings		Machine Trades		X							2.
MAINTENANCE MECHANICS (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULA), Masako T. Shin, 1981, Illinois State Board of Education. Cost: $11.70		Mainten-ance Mechanic		X							2.
MANUAL FOR INSTRUCTORS, BILINGUAL VOCATIONAL TRAINING PROGRAM, State Department of Education, Hartford, CT Cost: Free 35 pages		X	X		X						1.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training	▨	Student Assess.	Coun-seling	Job Devel./Place.	▨
PREPARING THE LIMITED-ENGLISH PROFICIENT ADULT FOR EMPLOYMENT: A BILINGUAL VOCATIONAL TRAINING WORKSHOP, Executive Resource Assoc., Arlington, VA. Cost: $11.00 165 pages	X			X	X	X		X	X	X	28.
PRE-EMPLOYMENT TRAINING RESOURCE MANUAL, Center for Applied Linguistics, 1984. 795 pages	X			X	X		X	X			1.
PRE-EMPLOYMENT TRAINING, TOPICS, STUDENT OBJECTIVES AND COMPETENCIES, Katherine Isbell, ESL Coordinator, 1984, Lutheran Refugee Services, Jacksonville, FL 4 pages	X			X							34.
PRE-SERVICE TRAINING FOR VOCATIONAL TEACHERS OF THE LIMITED-ENGLISH, Margaret Tomassi King, Franzie Loepp, Anita Webb-Lupo, Martha Bickley, 1982, IL State Board of Education, Dept. of Adult Vocational and Technical Education. Cost: $13.25 92 pages											2.
I. "Generic Instructional Packets for Awareness of the Language and Culture Different Student."	X					X	X				2.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Counseling	Job Devel./Place.	
IIa. "Specialized Packets in Business Education, Home Economics and Industrial Technology."		Business, Education, Home Economics, Industrial Technology		X	X			X			2.
IIb. "Selected Annotated Bibliography and Selected Review of the Literature of the Limited-English Speaker in Mainstream Vocational Education."	X	X	X		X						2.
PREVOCATIONAL ESL CURRICULUM AND STUDY GUIDES - AUTO MECHANICS, Instructional Support Services Division, Western Wisconsin Technical Institute, LaCrosse, Wis., 1983. Cost: Free 48 pages			Auto Mechanics	X				X			1.
PREVOCATIONAL ESL CURRICULUM AND STUDY GUIDES - ELECTRICAL, Instructional Support Services Division, Western Wisconsin Technical Institute, LaCrosse, Wis., 1983. Cost: Free 36 pages			Electrical	X				X			1.
PREVOCATIONAL ESL CURRICULUM AND STUDY GUIDES - MACHINE TOOL FUNDAMENTALS, Instructional Support Services Division, Western Wisconsin Technical Institute, LaCrosse, Wis., 1983. Cost: Free 83 pages			Machine Tool	X				X			1.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./ Place.	
PREVOCATIONAL ESL CURRICULUM AND STUDY GUIDES - PREVOCATIONAL PRINTING, Instructional Support Services Division, Western Wisconsin Technical Institute, LaCrosse, Wis., 1983. Cost: Free 81 pages			Printing	X				X			1.
PREVOCATIONAL ESL CURRICULUM AND STUDY GUIDES - PREVOCATIONAL WELDING, Instructional Support Services Division, Western Wisconsin Technical Institute, LaCrosse, Wis., 1983. Cost: Free 41 pages			Welding	X				X			1.
PROJECT P.R.I.D.E. MATERIALS: Tipawan Reed, Northwest Educational Cooperative, Arlington Heights, IL, 1984.											
I. Public Relations Packet- "People, Productivity, Profit", "Questions and Answers", "Good Workers Are Hard to Find", "Business Resource Directory", "For Employers: A Cartoon View."	X					X				X	1.
II. Cross-Cultural Communication in the Workplace	X					X	General Awareness				1.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./Place.	
III. Strategies for Accessing Business No. 1 "A Ten-Step Marketing Approach" No. 2 " "Networking with Businesses" No. 3 "Getting Publicity" No. 4 "Doing Direct Mail"	X					X				X	1.
IV. Good Workers Are Hard to Find: The New Americans						X				X	
REEP VESL CURRICULUM FOR INCOME GENERATING STRATEGIES TRAINING: CHILDCARE, Carol Van Duzer, VESL Coordinator, Refugee Education and Employment Program, Arlington, VA. Cost: Free 64 pages			Childcare	X							1.
REEP VESL CURRICULUM FOR INCOME GENERATING STRATEGIES TRAINING: HOUSEKEEPING, Carol Van Duzer, VESL Coordinator, Refugee Education and Employment Program, Arlington, VA Cost: Free 8 pages			Housekeeping	X							1.
REEP VESL CURRICULUM FOR INCOME GENERATING STRATEGIES TRAINING: MAILROOM CLERK, Carol Van Duzer, VESL Coordinator, Refugee Education and Employment Program, Arlington, VA. Cost: Free 39 pages			Mailroom Clerk	X							1.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training	▨	Student Assess.	Counseling	Job Devel./ Place.	▨
SAN DIEGO COMMUNITY COLLEGE DISTRICT ADVANCED PRE-VOCATIONAL ESL COURSE DESCRIPTION AND CONTENT OUTLINE, San Diego Community College District, Cost: Free 14 pages											1.
SAN DIEGO COMMUNITY COLLEGE DISTRICT PRE-VOCATIONAL ESL COURSE OUTLINE, Beginning, Intermediate, Advanced Levels. Cost: Free Unpaged	X			X		X				X	1.
SERVING LIMITED ENGLISH PROFICIENT STUDENTS IN VOCATIONAL EDUCATION: INSERVICE RESOURCE GUIDE, Allen Phelps, 1982, Illinois State Board of Education, Cost: $3.50 97 pages		X	X			X					2.
SHIFTING GEARS - HANDS-ON ACTIVITIES FOR LEARNING WORKPLACE SKILLS AND ENGLISH AS A SECOND LANGUAGE, Igor Barabach, Marilyn Gillespie, et al, 1983, the Consortium: Experiment in International Living, Save the Children Federation, World Education, Books 1 & 2 328 pages	X	X	X	X							1.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Counseling	Job Devel./ Place	
SOCIAL ADAPTATION OF REFUGEES - A GUIDE FOR SERVICE PROVIDERS, Language and Orientation Resource Center, January 1982, Center for Applied Linguistics. 25 pages	X					X				X	1.
TAKE TWO: ENGLISH FOR INTERCULTURAL COMMUNICATION, Jim Baxter, Project Director, Intercultural Relations Institute, 1983. Cost: VHS, Beta, $350; $375, W3/4 152 page teacher/trainer manual 40 minute video	X	X	X			X	Vietnamese Japanese Gen'l Interact Strategies				21
VESL APPROACHES, K. Lynn Savage, California CBAE Staff Development, San Francisco State University, 1985. ESL & Vocational Training Cost: $45.00 Beta-VHS, $75, W3/4 Work Experience & Worksite Cost: $45.00 Beta-VHS, $75, W3/4	X				X	X					48
VESL GUIDELINES (MULTICULTURAL COMPETENCY-BASED VOCATIONAL CURRICULA), Southern IL University, Career Development Center, 1981. Cost: $6.50 52 pages	X	X	X	X	X						2
VESOL PARAPROFESSIONAL/INSTRUCTORS HANDBOOK FOR ADMINISTRATORS, VOCATIONAL EDUCATION SPECIAL NEEDS, Nancy J. Lee, 1982, School Board of Broward County, Florida.		X	X	X	X						35

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Counseling	Job Devel./Place.	
VOCATIONAL EDUCATION CURRICULUM FOR NON-NATIVE SPEAKERS OF ENGLISH - ELECTRONICS ASSEMBLY, Toni D. Thomas, San Diego Community College District Foundation, Inc. Cost: Free 140 pages			Welding	X							1.
VOCATIONAL EDUCATION CURRICULUM FOR NON-NATIVE SPEAKERS OF ENGLISH - WELDING, Toni D. Thomas, San Diego Community College District Foundation, Inc. Cost: Free 141 pages			Electronics Assembly	X							1.
VOCATIONAL EDUCATION FOR THE LIMITED ENGLISH-SPEAKING; A HANDBOOK FOR ADMINISTRATORS. Jeanne Lopez-Valadez; Bilingual Vocational Education Project (Arlington, IL), 1979. Cost: $1.25 28 pages	X	X	X		X						2.
VOCATIONAL EDUCATION RESOURCE PACKAGE FOR A GUIDE FOR CAREER COUNSELING MATERIALS AND TECHNIQUES FOR USE WITH VIETNAMESE, PART IV, San Jose Community College, 1984. 341 pages						X	Vietnamese			X	10.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./Place.	
VOCATIONAL EDUCATION RESOURCE PACKAGE FOR A GUIDE FOR CAREER COUNSELING SPANISH-SPEAKING AND CHICANO STUDENTS, VOL. I., Education Evaluation and Research, Inc., 1984, Menlo Park, CA. 265 pages						X	Hispanic Chicano		X		10.
VOCATIONAL ENGLISH AS A SECOND LANGUAGE - A PARTNERSHIP WITH INDUSTRY, Cindy Wilde, Fremont Union High School District, Sunnyvale, CA, Dept. of Ed., Div. of Adult and Community Education. Cost: $2.00 56 pages			X		X	X				X	10.
VOCATIONAL PROGRAMMING FOR THE LEP, Jeanne Lopez-Valadez, Patricia DeHesus, 1982, Northwest Educational Cooperative-Bilingual Vocational Education Project Cost: $10.00 200 pages	X	X	X		X			X			2.
WASHINGTON STATE ESL MASTER PLAN, Gary H. Higaski, Supervisor, 1985.	X			X						X	20.
WORK ATTITUDES HANDBOOK - A UNIT OF STUDY TO TEACH STUDENT POSITIVE WORK ATTITUDES, Phil Shaff, Vocational Education Special Projects, Cost: $12.00 60 pages	X			X					X		6.

MANAGEMENT AND SUPPORT

TITLE	VELT TYPE			PROGRAM SUPPORT			CULTURE	STUDENT SUPPORT			SOURCE
	General	Cluster	Occupation Specific	Curr. Devel.	Program Design	Staff Training		Student Assess.	Coun-seling	Job Devel./Place.	
YMCA ELESAR PROJECT - OCCUPATION SPECIFIC VESL TRAINING PROGRAM CURRICULUM, Sheila Getzen, New York Cost: $25.00 10 pages				X							49.

SOURCES OF VELT MATERIALS

1. Refugee Materials Center
   U.S. Department of Education
   324 E. 11th Street, 9th Floor
   Kansas City, MO 64106
   (816) 374-6294

2. Curriculum Publications Clearinghouse
   Horrabin Hall 46
   Western Illinois University
   Macomb, IL 61455
   In IL: (800) 322-3905
   Outside IL: (309) 298-1917

3. Project FACILE
   1090 N.E. 79th Street
   Suite 200
   Miami, FL 33138
   Attention: Dianna Grubenhoff
   (305) 758-3071

4. Santa Clara County Office of Education
   100 Skyport Drive
   Mail Code 236
   San Jose, CA 95115

5. Stuart Miller, Director
   Instructional Access
   Arizona Department of Education
   Phoenix, AZ 85007

6. School Services Fund
   San Mateo County Office of Education
   333 Main Street
   Redwood City, CA 94063

7. National Origin Desegregation Component
   1676 N. Olden Avenue
   Trenton, NJ 08638
   (609) 984-5976

8. ERIC
   P.O. Box 190
   Arlington, VA 22210

9. National Clearinghouse for Bilingual Education
   1555 Wilson Boulevard
   Suite 605
   Rosslyn, VA 22209
   (800) 336-4560

10. Dissemination Network for Adult Educators
    1575 Old Bayshore Highway
    Burlingame, CA 94010
    (415) 692-2956

11. Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

12. Maryland Vocational Curriculum R. and D. Center
J.M. Patterson Building
University of Maryland
College Park, MD 20742
(301) 454-2260

13. Literacy '85
1080 University Avenue
St. Paul, MN 55104
(612) 644-9978

14. Dissemination and Diffusion Section
Division of Vocational Educators
Florida Department of Education
Knott Building
Tallahassee, FL 32301
(904) 488-0405

15. Iowa Refugee Service Center
4626 SW 9th Street
Des Moines, IA 50312
(515) 281-4334

16. Richard Eason
U.S. Department of Education
CBAE Network
OVAE/DAES
Washington, D.C. 20202-3585

17. New Jersey Vocational Education Resource Center
Rutgers, the State University
200 Old Matawan Rd.
Old Bridge, NJ 08857
(201) 390-1191

18. Joseph A. Fitzgerald
Connecticut State Department of Education
Bureau of Youth, Employment and Training Services
370 Silas Deane Highway
Wethersfield, CT 06109

19. Saul Sibirsky
Connecticut State Department of Education
Division of Vocational/Technical Schools
Box 2219
Hartford, CT 06145

20. Ms. Suzanne Griffin
Washington State Department of Education
Division of Vocational, Technical and Adult Services
Old Capitol Building
Olympia, WA 98504
(206) 754-2263

21. Intercultural Relations Institute
2439 Birch Street, Suite #8
Palo Alto, CA 94306
(415) 328-0800

22. Center for Applied Linguistics
3520 Prospect Street NW
Washington, D.C. 20007
(202) 298-9292

23. New York City Refugee Employment Project
Le Lieu Brown, Director
386 Park Avenue South
New York, NY 10016
(212) 679-1105

24. Chancellor's Office
California Community College
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8752

25. Maryland Vocational Curriculum Products Project
Western Maryland Vocational Resources Center
P.O. Box 5448
McMullen Highway
Cresaptown, MD 21502

26. Mr. Raphael Diaz
Bronx Community College of the City of New York
University Avenue and West 181st Street
New York, NY 10453
(212) 367-7300

27. Ms. Adele Hansen
Department of Linguistics
University of Minnesota
152 Klaeber Court
320 16th Avenue, SE
Minneapolis, MN 55414

28. Executive Resource Associates, Inc.
Suite 612, Crystal Square 4
1745 Jefferson Davis Highway
Arlington, VA 22301

29. Ms. Ruth Lieberman
Orange County Public Schools
Adult General Education
P.O. Box 271
434 North Tampa Avenue
Orlando, FL 32802
(305) 422-3200, ext. 528

30. Washington State Employment Security
212 Maple Park KA-11
Olympia, WA 98504
(206) 753-3086

31. New Jersey Vocational Education Resource Center
200 Old Matawan Road
Old Bridge, NJ 08857
(201) 390-1191

32. Ms. Mona Scheraga
590 Park Avenue
Patterson, NJ 07504

33. Office of Program Development
USCC/MRS
1312 Massachusetts Avenue, NW
Washington, D.C. 20005
(202) 659-6825

34. Lutheran Refugee Services
1236 S. McDuff Avenue
Jacksonville, FL 32205

35. The School Board of Broward County, Florida
Winnie Dickinson, Director
Vocational, Technical and Adult Education
701 South Andrews Avenue
Fort Lauderdale, FL 33316

36. Hector de la Concha
Coordinator of Hispanic Affairs
State of New York
Department of Correctional Services
The State Office Building Campus
Albany, NY 12226

37. VCU-ABE Vocational Resource Center
4065 Oliver Hall
1015 W. Main Street
Richmond, VA 23284

38. Santa Clara County Office of Education
Career/Vocational Education and Guidance Department
100 Skyport Drive
San Jose, CA 95116
(408) 947-6756

39. Migrant and Seasonal Farmworkers Association, Inc.
3937 Western Boulevard - P.O. Box 33315
Raleigh, NC 27606-0315
(800) 334-7018/(919) 851-7611

40. Dean A. Brianik
1270-A Valley Road
Wayne, NJ 07470
(201) 653-3888

41. Northwest Educational Cooperative
500 S. Dwyer Avenue
Arlington Heights, IL 60005
ATTENTION: Linda Mrowicki
(312) 870-4166

42. Los Angeles Unified School District
1646 S. Olive Street, Room 216
Los Angeles, CA 90015
ATTENTION: Paul Hamel
(213) 742-7015

43. Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708
(714) 898-9871

44. Mr. Barney Berube
State of Maine
Office of Cultural Affairs
Department of Health and Human Services
Augusta, ME 04333

45. English Language Institute
Oregon State University
Division of Special Programs
ABSA-100
Corvallis, OR 97331
(503) 754-2464

46. Adult Learning Systems, Inc.
813 E. Michigan Avenue, Suite 207
Ypsilanti, MI 48197
(313) 487-5018

47. Project CASAS
San Diego Community College
District Foundation
3375 Camino del Rio South
San Diego, CA 92108
(619) 230-2975

48. Dr. John W. Tibbetts, Director
CBAE Staff Development Project
Center for Adult Education, ED221
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

49. Ms. Shelia Getzen
Training Instructor
RCA Services Company
221 W. 41st Street
New York, NY 10036
Messages at: (212) 398-8963

AGENCIES PROVIDING ACCESS TO VELT MATERIALS

Below is a partial list of agencies which can help you access VELT materials.

1. California Advisory Council on Vocational Education
   1900 S. Street
   Sacramento, CA 95814

2. Bilingual Vocational Library Bibliographical List
   Connecticut State Department of Education
   Box 2219
   Hartford, CT 06115

3. Center for Applied Linguistics
   3520 Propsect Street
   Washington, D.C. 20007

4. Educational Resources Information Center
   (ERIC)

   a. Central ERIC
      National Institute of Education
      Washington, D.C. 20208

   b. ERIC Clearinghouse on Adult Career and Vocational Education
      Ohio State University
      1960 Kenny Road
      Columbus, OH 43210

5. Immigrant and Refugee Planning Center
   3903 Metropolitan Drive
   Orange, CA 92668

6. National Audiovisual Center
   National Archives and Record Service
   General Services Administration
   Reference Section 1PC
   Washington, D.C. 20409

7. National Center for Research in Vocational Education
   Ohio State University
   1960 Kenny Road
   Columbus, OH 43210

8. National Clearing House for Bilingual Education
   1300 Wilson Boulevard, Suite B2-11
   Rosslyn, VA 22209

SOURCES OF PUBLISHED MATERIALS

Below is a list of publishers of vocational or VELT materials. It consists of publishers who contacted VELT Project staff and is not an exhaustive list.

1. Allied Education Press
   P.O. Box 337
   Nilis, MI 49120

2. Center for Applied Linguistics
   3520 Prospect Street, N.W.
   Washington, D.C. 20007

3. Collier Macmillan International Inc.
   866 Third Avenue
   New York, NY 10022

4. Oxford University Press, Inc.
   200 Madison Avenue
   New York, NY 10016

   830 Warren Avenue
   Venice, CA 90291

5. Easy Aids, Inc.
   256 South Robertson Boulevard
   Beverly Hills, CA 90211

6. Delmar Publishers
   50 Wolf Road
   Albany, NY 12205

7. Follet Publishing Company
   1010 West Washington Boulevard
   Chicago, IL 60607

8. Harcourt Brace Jovanovich, Inc.
   Eastern Regional Office
   10 East 53rd Street
   New York, NY 10022

9. Houghton Mifflin Company
   Editorial and International Department
   1 Beacon Street
   Boston, MA 02101

10. Janus Book Publishers
    2501 Industrial Parkway West, Dept. B
    Hayward, CA 94545

11. Linmore Publishing Inc.
    P.O. Box 1545
    Palentine, IL 60078

12. Longman
    19 West 44th Street, Suite 1012
    New York, NY 10036

APPENDIX C Technical Appendix

APPENDIX C: TECHNICAL INFORMATION

APPENDIX C.1 DEVELOPMENT OF THE VELT RESOURCE PACKAGE

The Office of Refugee Resettlement funded the Vocational English Language Training Resource Project in Fiscal Year 1984 to develop a VELT Resource Package. Research Management Corporation (RMC) was awarded the contract. The goal of the Package is to provide guidance and assistance in VELT program design, planning and implementation to persons involved in refugee resettlement and education.

Staffing for the VELT Project consisted of: a project director from RMC, a technical advisor from Northwest Educational Cooperative (NEC), and a panel of eight VELT experts from across the country. Each staff member has extensive experience and expertise in vocational English language training.

RMC

Jose Garcia, President of Research Management Corporation (RMC), formed the company in 1983 to provide professional management, evaluation and engineering consulting services to federal and commercial clients. RMC staff has extensive experience in developing training and support materials in the areas of evaluation design, computer literacy, neglected or delinquent student programs, and training in the use of language assessment instruments such as the Basic English Skills Test. RMC staff have also conducted a number of refugee studies including: "The Effects of Pre-entry Training on the Resettlement of Indochinese Refugees", an evaluation of refugee ELT programs in ORR Region I, an evaluation of ORR Region I Refugee Technical Assistance Network. RMC staff also carried out training activities and data collection, analysis, training and coordination activities for the Office of Refugee Resettlement Mainstream English Language Training (MELT) Project. Research Management Corporation is currently conducting a three-year evaluation of the Targeted Assistance Grants Program for the Office of Refugee Resettlement.

Jane Grover, the VELT Resource Project Director for Research Management Corporation, has an M.S. in Adult Education with more than twelve years' experience in ESL instruction in India and the United States, and five years' experience with refugee programs. She was Project Director of training, coordination and data analysis under a subcontract with the seven ORR-funded Mainstream English Language Training (MELT) Projects. She served as coordinator of data collection and training for the study "The Effects of Pre-Entry Training on the Resettlement of Indochinese Refugees," U.S. Department of State. She is currently an evaluator for the Office of Refugee Resettlement Targeted Assistance Grants Program.

Susan Reichman, instructional design specialist for RMC, has a Ph.D. in Instructional Design and Development. She has five years' experience as research associate and supervisor of instructional design with Kappa Systems, Inc. She was adjunct professor and evaluation specialist at the Multi-Media Learning Center, Lamar University, Beaumont, Texas; and instructional design coordinator, Curriculum Delivery System Project, Tallahassee, Florida.

VELT Resource Project Technical Advisor

To assist in the development of the VELT Resource Package, Research Management Corporation subcontracted with Northwest Educational Cooperative, Arlington Heights, Illinois for the services of Linda Mrowicki as Technical Content Advisor. Ms. Mrowicki has an M.B.A. in international business, accounting and human resources management and an M.A. in English as a Second Language. She has authored a variety of VELT materials for General, Cluster and Occupation-Specific VELT: Let's Work Safely - English Language Skills for Safety in the Workplace, Linmore Publishing, 1984; Developing VESL Materials for the Job-Site, Northwest Educational Cooperative, 1983; Handbook for the VESL Teacher, Northwest Educational Cooperative, 1981; Developing a Job Club Curriculum, Northwest Educational Cooperative, 1983; Helicopter Parts and Tools I, II, III, Telemedia, Inc., 1976 and Helicopter Parts and Instruments, Telemedia, Inc., 1977. She was coordinator of the Tri-State MELT (Mainstream English Language Training) Consortium for Northwest Educational Cooperative under a grant from the Office of Refugee Resettlement and has done consulting work for the refugee programs in Thailand, Indonesia, and the Philippines. She is currently the director of Project Work English, an employment-focused ELT program serving adult refugees in Chicago.

VELT Resource Project Panel of Experts

David F. Hemphill is co-director of the Consortium on Employment Communication in San Francisco at San Francisco State University, a Ford Foundation-funded project to enhance the employment of linguistic minorities in California; and director of Vocational Education for the Limited English Proficient, a statewide project to improve delivery of comprehensive vocational education sciences to limited English speakers in California. He supervises field experience in adult education and conducts a seminar to accompany field experience. His most recent publications include the California Cultural Awareness Resource Guide and the California VESL Resource Directory.

Autumn Keltner is Adult Basic Education/English as a Second Language (ABE/ESL) coordinator for the Continuing Education program in the San Diego Community College District, a large multi-site program in which over sixty percent of the ESL students are enrolled in Prevocational or Vocational ESL. Ms. Keltner is co-author of Basic English for Adult Competency and English for Adult Competency, Books I and II, Prentice-Hall, Inc. She served as Project Director for the San Diego Mainstream English Language Training (MELT) Project and currently directs two Refugee Targeted Assistance Projects: Occupational Cluster VESL Curriculum Development and Instruction, and Tryout Employment for Refugees. She is a member of the development team for Approaches: Employment-Related Training for Adults who are Limited-English Proficient funded by the California State Department of Education under P.L. 91-230, Section 310 and the Consortium on Employment Communication's Linking Linguistic Minorities with the Workplace, a three-year project funded by the Ford Foundation. She is also a consortium member of the California CBAE Staff Development Project funded by the California State Department of Education, P.L. 91-230, Section 310.

Nick Kremer is co-director of The Consortium on Employment Communication Project funded by the Ford Foundation. He is also a consultant to the California Adult Student Assessment System and a part-time instructor in the Vocational Education Department at California State University, Long Beach. Previous VELT experience includes: director for the Center for Applied Linguistics' western office, and VESL curriculum developer/job developer at the LaPuente Valley Adult Schools' Refugee Project. He is active in the American Vocational Association, CATESOL (having served as adult level chair and member of the socio-political concerns, grants, and nominating committees) and TESOL (having served as a member of the refugee concerns committee and currently as the Assistant Chair to the adult education interest group). His publications include "VESL Exchange", a column published in the English for Specific Purposes (ESP) Newsletter in 1979-80, and Approaches to Employment-Related Training Programs for Adults who are Limited-English Proficient.

Anne Lomperis More works as an independent English as a Second Language (ESL) consultant primarily on behalf of programs for adult immigrant, refugee and entrant groups in the Southeast U.S. Her current major work through a Ford Foundation contract is the development of curricula for job-site VESL programs in the hotel industry in Miami, FL. The initial curriculum, entitled Housekeeping . . . Good Morning! Vocational ESL for Hotels, is designed to teach specific functional skills for guest interaction in the Housekeeping Department. It is planned that other curricula from different hotel departments will be developed from this base curricula, and then combined to teach common communication skills for a cluster of job types. The transferability of this process and product to related industries, using the model of cluster VESL, will be explored. Previously, Anne More has worked at local, state, and national levels providing technical assistance through government and private agency contracts, including the Center for Applied Linguistics and Lutheran Immigration & Refugee Service.

Jenise Rowekamp is an ESL/VESL consultant in Minnesota and Wisconsin. In this position, she provides technical assistance and training to ESL/VESL programs throughout the states and represented Minnesota on the

NEC Tri-State MELT Project Advisory Board. Ms. Rowekamp's experience in VESL ranges from English for Specific Purposes (ESP) instructor for Pillsbury Flour Company's Saudi Arabian millers to ESL Employment Coordinator for the International Institute of Minnesota. In the latter position, she co-authored the book, Speaking Up At Work, a general VESL text teaching English language skills and cultural awareness for employment. For six years, she taught, coordinated, and developed curriculum and materials for an ELT program serving non-literate Indochinese refugees.

K. Lynn Savage is the Vocational ESL Resource Instructor for the Center's Division of the San Francisco Community College District. She also currently serves as the VESL representative on the consortium of the California CBAE Staff Development project and is a board member of the Consortium on Employment Communication (a Ford-Foundation funded project in the State of California). Ms. Savage was lead author of the text English That Works (Scott Foresman), chaired the committee that produced the first Vocational ESL Master Plan for the San Francisco Community College Centers, and directed the project which developed the publication Approaches: Employment-Related Training for Adults who are Limited English Proficient. Her first VESL assignment was as director of the vocational and language training portion of an employment program for Filipino immigrants funded by the Department of Labor in 1971. She has also served as a consultant to the Pre-Employment Training (PET) programs in the refugee camps in Southeast Asia for the Center for Applied Linguistics and for the Experiment in International Living.

Nancy Siefer is the director of the Special Needs Inservice Teacher Education Program at Maricopa Community College, Phoenix, Arizona. She previously worked in a vocational education program at Mesa Community College with limited English proficient Hispanic students entering eleven different occupations. The program was the primary source of LEP materials in vocational education in Arizona. She has recently been awarded a FIPSE (Fund for the Improvement of Postsecondary Education) grant in cooperation with Arizona State University and Honeywell, Inc., to design and pilot onsite training for LEP employees at Honeywell, integrating the language skills and technical skills needed for effective work performance.

Carol Van Duzer is a curriculum specialist and teacher trainer with the Refugee Education and Employment Program (REEP), Arlington, VA. She is currently developing the VESL component for short-term income generating skills training classes being offered at REEP. She has taught and developed ESL classes at worksites. She recently completed a manual to guide teacher trainers in staff development on the application of competency-based education in the adult ESL class.

VELT Resource Project - Developmental Stage

At the beginning of this stage, Project staff collected and reviewed available VELT materials. These included materials on all aspects of VELT programming. Project staff and the Panel of Experts met for a 3-day working session. The outcomes were the identification of the VELT Resource Package components which included a list of VELT terms and VELT models, the creation of a process for locating VELT resource programs, people, and materials, and the development of a plan to disseminate information about the VELT Project and Package.

The initial work from the first meeting was compiled and disseminated to all staff including the Instructional Design Specialist at RMC. Project staff and the Panel of Experts attended a second working session for two days during which the VELT Resource Package components were modified and expanded. Specifically, the participants revised the terms, refined the VELT models, components, and practices; reviewed the format for the VELT materials bibliography; identified VELT resource people and projects, and began the task of writing.

Draft Stage

The draft package was completed by the Panel of Experts writing assigned sections and VELT staff revising, editing, and preparing the draft document. A major task in the draft document preparation was the review and annotation of the VELT materials submitted and the contact and review of VELT programs and people.

The draft VELT Resource Package underwent a comprehensive evaluation process. The Package was disseminated for review and evaluation by a panel of ten evaluators which consisted of an ORR regional director, state refugee coordinators, adult education specialists, private industry trainers, refugee mutual assistance association employment directors, and ELT program directors. The package and a questionnaire were sent to each evaluator. The VELT Project Director assembled and compiled the responses to the questionnaire.

A two-day evaluation conference was convened at which time the evaluation summaries were presented to the Project Officer and evaluators.[2] Recommendations for the content, use, and dissemination of the Package were made.

Final Stage

A final two-day working session of Project staff and the Panel of Experts was held to make decisions regarding the implementation of the evaluators' suggestions and finalize the content of the VELT Resource Package. Each staff member and expert completed revising and/or rewriting a section of the Package.

The Package was edited and presented to the ORR Project Officer for review. The Project Officer's comments were included in the Package and the final camera-ready copy was prepared and submitted to ORR for approval.

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[2] For more details regarding the evaluation process and content, refer to Appendix C.3.

APPENDIX C.2 SELECTION PROCESS FOR VELT RESOURCE PROGRAMS, PEOPLE AND MATERIALS

A major task of the VELT Resource Project was the identification of VELT programs, people and materials. The first step in doing this was to disseminate information about the VELT Resource Project as widely as possible. Initially, Project staff contacted the Office of Refugee Resettlement regional directors and state refugee coordinators to describe the project and the resources it needed to identify. Staff also sent a description of the VELT Resource Project to directors of state adult education departments, bilingual vocational training projects, national clearinghouses, and programs identified through the ERIC system. The Panel of Experts developed lists of key contacts and engaged in networking activities at TESOL and adult education conferences. Articles about the VELT Resource Project were printed in newsletters relevant to VELT and refugee education. Approximately 10,000 Project brochures (Attachment A) were distributed nationwide to funded ELT, VELT, and employment or vocational training programs, and at related conferences.

In the selection of VELT resource programs, project staff telephoned programs which were identified as potential VELT resource programs by the VELT Panel of Experts, state refugee coordinators, or others. Programs interested in being included in the VELT Resource Package completed program questionnaires. These questionnaires aided program staff in systematically describing their programs. VELT Project staff used the questionnaires for descriptive purposes only. No evaluation of program effectiveness was possible within the scope of this project. Programs selected for inclusion in the VELT Resource Package were representative of the different geographic regions of the United States, of the various client groups of different program sizes.

ATTACHMENT A

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO 4 HAMPTON N H

POSTAGE WILL BE PAID BY ADDRESSEE

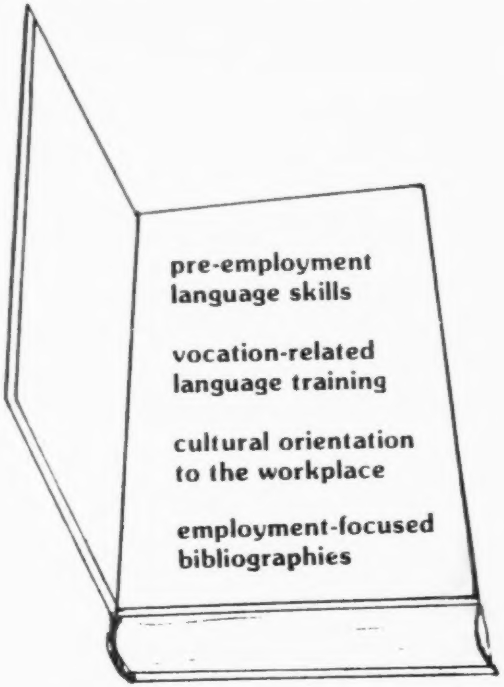
V.E.L.T. Project
Research Management Corporation
P.O. Box 4746
Hampton, NH 03842

Vocational English Language Training

RESOURCE PACKAGE

Research Management Corporation
7115 Leesburg Pike
Falls Church, Virginia 22043

WE'RE LOOKING FOR ADULT EDUCATION MATERIALS FOR:


pre-employment language skills
vocation-related language training
cultural orientation to the workplace
employment-focused bibliographies

For listing in V.E.L.T.'s National Resource Package

You can help by contacting...

V.E.L.T.

through Jane Grover
VELT Project Director
Box 4746
Hampton, N.H. 03842
Telephone: (603) 926-4869

PURPOSE

To develop a Vocational English Language Training Resource Package. This package will identify and describe a wide range of materials and resources suitable for use in VELT training, including:

- a glossary of VELT terms,
- description of model programs
- a bibliography of effective VELT materials, and
- a list of resource people.

DISSEMINATION

The package will be available to:

- state offices of refugee resettlement
- other agencies which fund refugee programs
- refugee service providers
- programs serving LEP adults
- other interested parties

APPLICATION

It is anticipated that the content of this package will enhance the activities of programs which prepare refugees to gain and maintain employment by providing a document which, in one easy-to-use location, identifies a wide range of potential resources for use within training programs.

FUNDING

Funded under Contract SSA #660-84-0165, from the Office of Refugee Resettlement.

PROJECT PERSONNEL

Experts in this field are participating in the development of the resource. Linda Mrowicki from the Northwest Educational Cooperative is serving as a Technical Content Advisor. Futher, a panel of VELT experts is actively involved in preparation of the package. This panel includes: K. Lynn Savage, San Francisco Community College Centers Divison; Autumn Keltner, San Diego Community College District; David Hemphill, San Francisco State University; Nick Kremer, California State University, Long Beach; Anne Lomperis More, private consultant, Florida; Carol Van Duzer, Project REEP, Arlington, Virginia; Jenise Rowekamp, consultant, Minnesota Department of Education; Nancy Siefer, Mesa Community College, Arizona.

YOUR HELP IS NEEDED TOO!

To develop a bibliograpy of VELT materials, we need help from those who are developing materials and who know the resources in their own areas. We need help in identifying vocational materials for bilingual and Limited English Proficiency adults in areas of:

- pre-employment language skills
- vocation-related language training
- cultural orientation to the workplace
- employment-focused bibliographies

PLEASE SEND MATERIALS BEFORE JANUARY 1, 1985

Including any of the following: curricula, lesson plans, workbooks, filmstrips, audiotapes, videotapes, instructor training material, which can be made available either by your agency or by the VELT Project through ORR's Refugee Materials Center, and which are useable by someone other than the developer.

PROJECT CONTACT PERSON: __________
Address __________
____
Phone # ( ) __________
Project Title: __________
Project Emphasis: __________

☐ Please contact me with more information about VELT

☐ Please contact me about sharing information on VELT at our professional meetings

☐ I am sending materials for your review

☐ Please return materials after review

☐ I suggest you contact: (Address & Phone #).
____
____

MATERIALS WILL BE RETURNED TO YOU AT YOUR REQUEST.

Prospective VELT resource people were also identified by the VELT Panel of Experts, state refugee coordinators and others. VELT Project staff talked with these people about their interest in providing technical assistance to others. Many completed questionnaires or sent their resumes to document their experience in a least one of the following areas: RFP design, proposal writing and evaluation, program planning, program evaluation, curriculum development, teacher training, or cultural awareness training. Selection criteria for resource people were: expertise in one or more categories of service, experience with vocational English language training or employment, and experience in providing technical assistance beyond the resource person's local program.

In the case of cross-cultural awareness training, resource people listed do not always have experience with vocational English language training or with employment. This is a new area of specialization which is beginning to develop. However, one may discuss training needs with prospective consultants and plan a training session to meet those needs. One approach would be to have those not familiar with business and industry train VELT staff who, in turn, could work to help supervisors and employers better understand the cultural background of their refugee employees and how it relates to their current work situation.

The VELT Resource Project made every attempt to include resource people from each ORR Region and Florida Office of Refugee Resettlement in each area of expertise. As with resource programs, no evaluation of the skills of resource people was possible. Those wishing to use the services of the resource people may want to check references or to ask the questions one would ask any prospective consultant.

The distribution of the VELT Project brochure was instrumental in the search for VELT materials. It emphasized the need for programs to share their locally developed materials or unpublished materials with which they were familiar. The VELT Project also sent letters requesting materials from ELT Programs funded through both the Federal Department of Education and the Federal Office of Refugee Resettlement, and wrote directly to materials developers asking them to send their work for review. The result of this search is the VELT Materials Bibliography found in Appendix B of this Package.

The VELT Resource Package is designed in a loose-leaf format so that it can be updated. The field of Vocational English Language Training is growing rapidly and new resources and materials can be added to ensure the continuing usefulness of the Package.

APPENDIX C.3 VELT EVALUATION SUMMARY

Evaluation was an integral part of the VELT Resource Package throughout the VELT Resource Project because a thorough formative evaluation is vital to the production of a reference tool that would be useful and relevant to those for whom it was intended. RMC instructional design specialist, Susan Reichman, assisted project staff in preparing a fifty-page evaluation instrument with questions specific to each section of the Resource Package: the Introduction, VELT Key Components, Types of VELT, Choosing an Approach, and the Appendices.

The evaluation instrument contained a page for overall ratings of each section. This page included general statements about content and format, to be rated on a Likert scale which offered no neutral ground. Since detailed content questions followed this page, a five-point scale with 5 as strongly agree, 4 agree, 2 disagree, and 1 strongly disagree, was considered sufficient for the purposes of assessing evaluators' satisfaction or dissatisfaction with each aspect discussed. An example of the overall rating scale for each section follows:

A. covers the topic in a comprehensive manner.	5	4	2	1
B. is organized in a logical way.	5	4	2	1
C. is written in a readable style.	5	4	2	1
D. is formatted in a manner which will facilitate use.	5	4	2	1
E. will provide information useful to me on my job.	5	4	2	1

OVERALL COMMENTS: ____

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The same overall statements were made about each section of the VELT Package. Following this, specific questions about the content, organization, format and readability were asked. For example: "Would you add to or delete anything from the elements identified as essential to establishing a successful General VELT Program? List those you would drop and explain those you would add." Or, "Is there any terminology in the Occupation-Specific VELT subsection which is unclear? If yes, please list it."

A two-day Panel of Evaluators' Conference was scheduled on April 3 & 4, 1985, in which evaluators made recommendations based on the written evaluation results. Evaluators returned their responses on the evaluation instrument in advance, and the overall reactions were tabulated and summarized. At the conference, RMC staff reported these summaries and facilitated a discussion of each section of the VELT Resource Package. Recommendations from the Evaluators' Conference were formulated into a report. This report, along with a detailed summary of the evaluators' responses on the entire evaluation instrument were the basis for the VELT Project's third working meeting with its Panel of Experts. All suggested revisions which were feasible and advisable were adopted. VELT Project staff then decided upon revision tasks for the development of the final VELT Resource Package.

The VELT Resource Package reflects, as a result of an ongoing and thorough evaluation, the ideas of users from a variety of agencies and service providers. Comments from evaluators on the overall package included: "I was impressed with the amount of energy invested in crystallizing concepts and ideas and with the expertise of members at different levels of involvement -- state refugee coordinators, government officials and service providers." Another said, " I am grateful for this book which has a lot of ideas. It comes across as a 'step into the future'!"

Members of the Panel of Evaluators were:

Suann Brooks, Regional Director, ORR Region III/IV. Atlanta, Georgia;

Edwin Silverman, State Refugee Coordinator, Illinois;

Liz Dunbar, State Refugee Coordinator, Washington;

Frank Ingram, State Office of Refugee Services, California;

Jim Baxter, Training Department, Advanced Micro Devices, Sunnyvale, California;

Margaret Silver, Director ESL, International Institute of Metropolitan St. Louis, Missouri;

Claudine Ajeti, ESL Coordinator/Counselor, Fairfax Community Adult Education, Los Angeles Unified School District, California; and

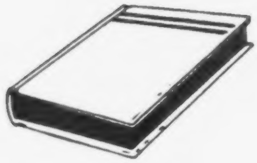
Phuong Truong, Director, Indochinese Service Center, Harrisburg, Pennsylvania.

Written evaluations were also provided by:

Elizabeth Skinner, Department of Higher and Adult Education, Arizona State University; and

Richard Stiles, California State Department of Education.

APPENDIX D Definitions of VELT Terms



APPENDIX D: DEFINITION OF VELT TERMS

Related to Vocational English Language Training
Programs for Adults

ABE (Adult Basic Education)

Instruction for adults whose inability to speak, read or write English or do basic computational operations prevents them from functioning effectively in daily activities and decreases their opportunity for productive employment.

ABE programs may include one or all of the following components:

- ESL - English as a Second Language
- ABE - Adult Basic Education
  Level I, 0-4th grade reading level
  Level II, 5th-8th grade reading level
- GED - General Education Development
  9th-12th grade reading level
- Citizenship Training

Achievement

Attainment of a level of proficiency or skill as prescribed by course or program guidelines.

Advisory Committee

A group of local employers, citizens and/or service providers who meet with program officials on a regular basis to make recommendations to a program.

Apprenticeship

A formal occupational training program which combines on-the-job training and related instruction in which workers learn the practical and conceptual skills required for a skilled occupation, craft, or trade.

Assessment

Refers to evaluation using diagnostic tools and techniques to gather pertinent information on the linguistic, informational, manipulative or attitudinal potential or performance of a student. Linguistic assessment can be used for:

a. diagnosis - to gather information regarding skills to ascertain specific strengths and weaknesses.

b. placement - to match the student with the appropriate group or level.

c. achievement - to measure the level of proficiency or skill as prescribed by course or program guidelines.

Basic Educational Skills

Communication, computational, and job department skills. The communication skills include reading, writing, graphic, and electronic communications. The computational skills are arithmetic and logic skills. The sample job skills are punctuality, responsibility, and confidentiality.

Basic Technical Skills

The mechanical, electrical, and manual operation of tools; measurement skills; procedural skills; technical writing; and technical reading.

Bilingual Education

The use of two languages, one of which is English, as a medium of instruction in a classroom or school program.

BVT (Bilingual Vocational Training)

A program of occupational training or retraining where instruction is provided in two languages, one of which is English. VESL classes, coordinated with the bilingual vocational training, are usually provided.

CBO (Community-Based Organizations)

Organizations, other than public agencies, operating at the local level to service the needs of particular populations within their communities.

Competency

The documented outcome(s) of an educational/vocational program describing the skills and concepts in the program in which students have demonstrated proficiencies.

Competency-Based Education

Instruction which focuses on the skills/abilities (i.e., competencies) needed to perform a task. The competencies are carefully identified, taught to students, and their mastery is assessed.

Competency-Based Education (CBE) Programs

Programs which include:

a. assessment of student need

b. identification of outcomes which are known and agreed upon

c. instruction focused upon the agreed outcomes or competencies

d. evaluation of student achievement of competencies.

Cottage Industry

A home-based employment, such as crafts, sewing or child care.

Cross-Cultural Training

Training which develops skills and knowledge and enables students to function effectively according to the cultural expectations of the U.S. workplace.

Cultural Awareness

The ability to act appropriately in the context of American cultural settings and to communicate effectively across cultures.

Demand

The labor market need for workers possessing certain job skills or competencies.

Economically Disadvantaged

For Job Training Partnership Act (JTPA) purposes, an individual who is a member of a family which receives public assistance or whose family income does not exceed the higher of either the poverty level as determined by the Office of Management and Budget or 70 percent of the Lower Living Standard Income Level (LLSIL).

Employability Development Plan (EDP)

A written plan for a refugee services participant that sets forth the participant's employment goals, timelines, and the services to be delivered. These may include: ELT or VELT instruction, vocational awareness, vocational counseling, cultural orientation, support services, job development, job placement, and follow-up.

ELT (English Language Training)

English language instruction provided by a program. This is a term currently used by ORR to indicate a program funded to provide ESL instruction to refugees.

ESL (English as a Second Language)

English taught to persons whose primary or first language is other than English.

English for Specific (or Special) Purposes

English language instruction and skills needed for achieving a specific goal. ESP programs in the U.S. usually serve students with strong academic skills and background who are preparing for professional-level careers in such fields as engineering, computer science, architecture and business. English for Academic Purpose (EAP) is often included under ESP.

Entrant

(1) Any individual granted parole status as a Cuban/Haitian Entrant (Status Pending) or granted any other special status subsequently established under the immigration laws for nationals of Cuba or Haiti, regardless of the status of the individual at the time assistance or services are provided; and (2) any other national of Cuba or Haiti who:

a. was paroled in the U.S. and has not acquired any other status under the Immigration and Nationality Act;

b. is the subject of exclusion or deportation proceedings under the Immigration and Nationality Act; or

c. has an application for asylum pending with the Immigration and Naturalization Service.

Function

The purpose or meaning of a communication; what one uses language for. Functions essential to communicating in a vocational educational setting include reporting factual information, expressing agreement and disagreement and making suggestions.

General Purpose/Survival ESL

Teaching the English language needed to function generally in the community. Emphasis is on the sequential development of the English language as well as survival skills in the community.

IVEP (Individualized Vocational Education Plan)

A process of organizing available information (such as skills, education and interest levels) about an individual in order to make decisions about vocational and educational goals and to develop a plan to achieve successfully the goals that have been set. It may also be called:

I.L.P. - Individualized Learning Plan;
I.E.P. - Individualized Educational Plan
E.D.P. - Employment Development Plan

In-Service Training

Training which is provided before a person undertakes a task or job, e.g., training for teachers before they begin to teach.

Job Advancement, Upgrading

Ability to progress or be promoted within a company or industry.

Job Developer

An employment services staff person who is responsible for identifying and locating training and job placement sites.

Job Development

The marketing of a participant to employers including informing employers about what a participant can do and soliciting and securing a job interview for the individual with the employer.

Job Retention

The ability to keep a job or perform critical job tasks.

Job Placement

The placement of an individual as a result of a documented referral by the service provider made on behalf of an individual to the employer.

Job Search

A systematic application for employment through skills analysis, resume training, application writing, interviewing techniques and employer contact.

JTPA (Job Training Partnership Act)

The Federal Act which authorizes the national job training and placement program administered by the U.S. Department of Labor linking government and private industry to establish programs to prepare youth, unskilled adults and economically disadvantaged individuals for entry into the labor force.

Language Competency

Demonstrated ability using language to perform a task successfully. In the context of adult refugee language instruction, this task is a life skills task.

Language Skills

L = Listening
S = Speaking
R = Reading
W = Writing

LEA (Local Educational Agency)

Public Education agencies operating at the local level having administrative control.

LEP (Limited English Proficient)

A person who has difficulty understanding, speaking, reading or writing English due to a non-English speaking background.

LES (Limited English Speaking)

A person who is limited in speaking English due to a non-English speaking background. It is a term often used interchangeably with LEP.

Long Term/Short Term Skills Training

Distinguishing between training programs according to the length of time to complete. Short-term refugee programs typically take up to six months. Long-term programs are for more than six months.

MAA (Mutual Assistance Association)

A non-profit, ethnic, self-help agency whose board of directors must be comprised of at least 51% refugees/entrants or former refugees/entrants.

MELT (Mainstream English Language Training)

A term used for the project and resource package initiated by the ORR to address Refugee ELT program needs (see ELT).

Needs Assessment

The process of determining what is needed in a given situation. Needs assessment is used in:

program design to determine in which occupations to offer training;

curriculum development to determine content; and

classroom instruction to determine the learning needs of students.

Assessment techniques include informal meetings, to observations, to highly structured questionnaires.

ORR (Office of Refugee Resettlement)

Established within the Department of Health and Human Services to fund, and administer programs of the Federal Government under Chapter 2, Public Law 96-212, Refugee and Entrant Assistance.

Performance Objectives

The description of how mastery of a competency will be demonstrated. It specifies:

a. performance - the specific behavior

b. condition - the performance situation

c. criteria - the standard of acceptable performance

PIC (Private Industry Council)

A group of individuals, representing private business, organized labor, educational agencies, rehabilitation agencies, community-based organizations, economic development agencies and the public employment service. Their major duties are to provide policy guidance for Job Training Partnership Act (JTPA) activities and the oversight of those activities.

Pre-Service Training

Training which is provided before a person undertakes a task or job, e.g., training for teachers before they begin to teach.

Program Evaluation

Refers to the collection of information to facilitate planning, to aid in the improvement of programs, and to meet accountability demands.

Refugee

(1) Any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and avails himself or herself of the protection of that country because of religion, nationality, membership in a particular social group, or political opinion, or (2) In such special circumstances as the President after appropriate consultation (as defined in section 207 (e) of this Act) may specify, any person who is within the country in which such person is habitually residing, and who is persecuted or who has a well founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. The term "refugee" does not include any person who ordered, incited, assisted, or otherwise participated in persecution of any person on account of race, religion, nationality, membership in a particular social group, or political opinion. (From the Refugee Act of 1980)

Refugee Act of 1980

The Federal Act which establishes the definition of a refugee and authorizes special programs to assist the resettlement of refugees. The Act encompasses all groups, Southeast Asians, Afghans, Ethiopians, and others, who meet the definition of refugee.

Refugee Assistance

Includes programs for initial resettlement, including orientation, instruction in English, job training, and other such training as facilitates refugees' resettlement in the United States. Also includes refugee temporary care, medical screening and care, and child welfare services.

Related Occupation

Subcategory of an occupational area such as a word processing typist as a subcategory of secretary.

RFP (Request for Proposal)

A competitive bid to apply for funds according to guidelines and requirements as set by funding agency.

RTAP (Refugee Targeted Assistance Program)

Special funding from the Office of Refugee Resettlement to states and targeted counties and areas designated as impacted by refugees and entrants.

SDA (Service Delivery Area)

Designated area within each state that receives Job Training Partnership Act (JTPA) funds based upon a formula and which uses those funds to establish employment and training programs.

SEA (State Educational Agency)

The state board of education reponsible for the state supervision of public elementary or secondary schools.

Semiskilled Employment

Jobs, such as electronic assembler, that require some skills training prior to employment.

Service Providers

Groups which provide financial assistance and other support services to special populations such as refugees. Service providers include: government agencies, educational institutions, private, non-profit social service agencies, and community-based organizations.

Skilled Employment

Jobs, such as word processor typist, that require extensive skills training prior to employment.

Staff Development

Ongoing training for program personnel, including teachers, administrators, counselors, and other support staff, in areas of methodology, curriculum development, program design or other areas designated by program personnel.

Support Services

Necessary services which enhance the effectiveness of vocational and vocational ESL (VESL) instruction. These include services to both trainer (employment service), staff (planning and coordination), and trainee (counseling, child care, transportation). Such services are instrumental in enabling students to enter and successfully exit the program.

Targeted Job Tax Credit

A tax credit for private employers based on qualified wages paid to disadvantaged job applicants identified in nine targeted groups, all of which must be economically disadvantaged. Does not apply to Vocational Rehabilitation referrals.

Task Analysis

A method for analyzing a particular complex act (e.g., welding a joint or talking to someone on the phone) and breaking it down into smaller units (tasks). Task analysis is used in vocational and language training to identify more precisely what a trainee needs to learn.

Unskilled Employment

Jobs, such as busboy, that require little or no skills prior to employment.

VESL (Vocational English as a Second Language)

English language instruction related to entry-level employment or training.

> **Cluster VESL** -- English language instruction which focuses on meeting the language needs for more than one occupation such as the clerical field. Occupations may be grouped by industry, common communication needs, or technical/basic skill needs.
>
> **General VESL** -- English language instruction which focuses on general competencies that apply to several or all occupations. The competencies may include those necessary for completing a vocational training program, getting a job, keeping a job, or advancing on a job.
>
> **Occupation-Specific VESL** -- English language instruction which focuses on competencies that apply to a particular occupation such as auto mechanics or electronics technician. The competencies may include those necessary for completing a particular vocational training program, getting a particular job, keeping a particular job, or advancing in a particular job.

> **Prevocational ESL** (sometimes used interchangeably with General VESL) -- English language instruction in preparation for vocational training, for immediate employment, or English language instruction about the world of work. Topics may include job applications, interviews, want ads and on-the-job communication.
>
> **Pre-Employment ESL** -- same as Prevocational ESL.
>
> **Worksite VESL** -- (onsite, on the job workplace) English language instruction provided at the place of work. It may focus on Occupation-Specific VESL or on general job language skills needed for retaining or upgrading employment.

Vocational Assessment

An evaluation of a client's occupational experience, interest, skills, and aptitudes using vocational assessment instruments, sample work stations, and other assessment procedures.

VEA (Vocational Education Act of 1963)

The basic federal legislation which provides funds vocational education. Current legislation (the Carl Perkins Vocational Education Act of 1984) identifies limited English proficient individuals as a group in need of special assistance and expands the Vocational Education Act by encouraging more cooperation among government, industry and education.

Vocational Guidance

A client/counselor relationship in which the client explores aspects of herself or himself that will allow an appropriate occupational decision regarding placement or training.

Vocational Training

An educational or training experience which enables a client to acquire information, skills, and competencies specific to a trade or an occupation, resulting in employability in the relevant field.

VOLAG (Voluntary Agency)

A resettlement agency, contracted by the Federal government to resettle refugees throughout the United States. There are 16 VOLAGS in the U.S., such as U.S. Catholic Conference, American Council for Nationalities Services, Lutheran Immigration and Refugee Services.

Work Experience

Job skills gained through practical application in a work setting.